9

REPORT RESUMES

ED 002 806 24

A STUDY OF SOCIAL ADEQUACY AND OF SOCIAL FAILURE ON MENTALLY RETARDED YOUTH IN WAYNE COUNTY, MICHIGAN.

BY- LEE, JOHN J. AND OTHERS
WAYNE STATE UNIV., DETROIT, MICH.
REPORT NUMBER CRP-178 PUB DATE 30 JUN 59
DETROIT PUBLIC SCHOOLS
WAYNE COUNTY TRAINING SCHOOL, NORTHVILLE, MICH.
EDRS PRICE MF-$0.90 HC-$22.52 563P.

DESCRIPTORS- *SOCIAL ADJUSTMENT, *MENTAL RETARDATION, *SPECIAL CLASSES, *INSTITUTIONAL SCHOOLS, PUBLIC SCHOOLS, *GRADUATE SURVEYS, COMPARATIVE ANALYSIS, POST HIGH SCHOOL GUIDANCE, EDUCATIONAL IMPROVEMENT, DETROIT, NORTHVILLE, MICHIGAN

THE EDUCATION AND SUBSEQUENT SOCIAL ADJUSTMENT OF RETARDED CHILDREN AND YOUTH OF WAYNE COUNTY TRAINING SCHOOL AND SPECIAL CLASSES IN DETROIT PUBLIC SCHOOLS WERE INVESTIGATED. DATA FOR THE 400 MENTALLY RETARDED AND 100 NORMAL SUBJECTS WERE OBTAINED FROM INTERVIEW QUESTIONNAIRES, RECORDS FROM SCHOOLS, POLICE, EMPLOYERS, SOCIAL AGENCIES, AND THE ARMED FORCES. EXTENSIVE DATA ON THE BACKGROUND AND BEHAVIOR OF THE RETARDED SUBJECTS WERE OBTAINED FOR DEVELOPMENTAL HISTORY FACTORS OR COMBINATION OF FACTORS FOR OUTCOME. DATA FOR BOTH GROUPS ON AGE AND TIME FACTORS, INTELLIGENCE LEVELS, ACADEMIC ACHIEVEMENT, FAMILY ORIGIN, FAMILY CONTINUITY, FAMILY CHARACTERISTICS, HOME ENVIRONMENT, SUBJECT BEHAVIOR, JUVENILE OFFENSES, AND RATINGS IN MANUAL ARTS, SHOP ACHIEVEMENT, PERSONALITY, AND PHYSICAL DEFECTS WERE INCLUDED. THE MAJOR FINDINGS RECOMMENDED EARLIER PLACEMENT, LONGER RETENTION IN SPECIFIC SCHOOLS OR CLASSES, MORE COMPREHENSIVE DIAGNOSIS, EXTENSIVE CURRICULAR REVISION AND EXTENSION, BETTER VOCATIONAL TRAINING AND JOB PLACEMENTS, CAREFUL AND COMPREHENSIVE TEACHER PREPARATION, ADEQUATE AND PROTECTIVE LIVING SITUATIONS, SPECIAL ATTENTION FOR THE NEGRO RETARDED, AND BETTER CASE WORK FOLLOWUP AND SUPERVISION FOR WORK, HOME, AND COMMUNITY RELATIONS. IN CONCLUSION, THE STUDY HAS SHOWN POSTGRADUATE SCHOOL ADJUSTMENT OF THE MENTALLY RETARDED FAR LESS ADEQUATE THAN PREVIOUSLY THOUGHT AS COMPARED WITH THE NORMAL. (GC)

ED002806

#178

A STUDY OF SOCIAL ADEQUACY AND OF SOCIAL FAILURE OF MENTALLY RETARDED YOUTH IN WAYNE COUNTY, MICHIGAN

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

Sponsored jointly by:

The Detroit Public Schools, Detroit, Michigan
The Wayne County Training School, Northville, Michigan
The Department of Special Education and Vocational Rehabilitation, Wayne State University, Detroit, Michigan

Codirectors:

Dr. John J. Lee, Chairman, Department of Special Education and Vocational Rehabilitation, Wayne State University
Dr. Thorleif G. Hegge, Director of Research and Education, Wayne County Training School
Mr. Paul H. Voelker, Divisional Director, Department of Special Education, Detroit Public Schools

Coordinator:

Mr. Chester M. Loomis, Detroit Public Schools

Research Psychologist:

Dr. James E. Keller, Research Psychologist, Wayne County Training School

****

Wayne State University

June 30, 1959

PREFACE AND ACKNOWLEDGMENTS

The research reported herein was performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare.

Wayne State University has been the contracting institution. Collaborating and cooperating fully with the university have been the Department of Special Education in the Detroit Public Schools, and the Wayne County Training School at Northville, Michigan.

Codirectors of the study have been: Dr. John J. Lee, chairman, Department of Special Education and Vocational Rehabilitation, Wayne State University; Dr. Thorleif G. Hegge, director of research and education, Wayne County Training School; and Mr. Paul H. Voelker, divisional director, Department of Special Education, Detroit Public Schools.

The research coordinator has been Mr. Chester M. Loomis, formerly assistant principal in charge, Wayne County Juvenile Detention School, Detroit, Michigan. Mr. Loomis was assigned by the Detroit Public Schools Board of Education—which staffs the Detention School—to Wayne State University for the duration of this study.

Special commendation is due to Dr. James E. Keller, research psychologist at the Wayne County Training School. Dr. Keller was assigned by the Training School to assist in this study, and has worked countless hours beyond the requirements of his assignment.

Other professional staff members have included—for short periods of time—Dr. Allen Bobroff, associate professor of special education, Buffalo State Teachers College, Buffalo, New York; and Dr. Frances V. Henry, formerly assistant professor of special education at East Carolina College in North Carolina. The names and duties of other personnel engaged in this study are listed in the Appendix, page 461.

Grateful acknowledgment is expressed to the U.S. Office of Education for its financial support, without which no substantial part of this study would have been possible; to Dr. Samuel M. Brownell, superintendent of the Detroit Public Schools; to Mr. Paul Voelker and his staff in the Department of Special Education; to Dr. Harry J. Baker and his staff in the Psychological Clinic; and to other divisions, officers, and staff in the Detroit Public Schools who provided unrestricted access to record data, and who provided numerous consultations, office facilities, and substantial clerical assistance; also, to Dr. Pasquale Buoniconto, superintendent, and to his staff and several departments in the Wayne County Training School, which provided the major office facilities, unrestricted use of records, gave similar consultations, and made a large number of follow-up interviews.

Grateful acknowledgment is also accorded to the psychologists, teachers, and administrative personnel who assisted in interviewing and data analysis; to the parents and subjects who supplied interview data; to the Registration Bureau, Department of Public Welfare, city of Detroit; to the Research Department of the Detroit United Community Services; to the Detroit Police Department, the Michigan State Police, and other police departments, both local and in other states; to the Department of Corrections, state of Michigan, and departments having the same function in other states; and to employers, all of whom assisted in providing the information contained in this study.

TABLE OF CONTENTS

CHAPTER Page

I. INTRODUCTION 1

Statement of the Problem and Objectives of the Research 1

The Samples Studied 3

Definition of Terms 4

Institutions Cooperating in the Study 5

Wayne State University 5

The Detroit Public Schools 5

The Wayne County Training School 7

Plan of the Study 8

Immediate objectives 8

Selection of samples 9

Criteria 9

Selection of the retarded subjects 11

Selection of the nonretarded subjects . . . 13

Residence area of the WCTS sample 19

Comparative social ratings of areas from which the samples were drawn 19

CHAPTER Page

Gathering of data 26

Social adequacy interview form 26

School history record form 27

Police record data forms 29

A note on the number of items included in the developmental record and survey questionnaire forms 30

Registration and reply forms 32

Employer record questionnaire 33

Armed service record questionnaire 33

Treatment of data 34

Implications and conclusions 34

Summary 35

II. DEVELOPMENTAL RECORD DATA 36

Introduction 36

Age and Time Factors—Detroit Special Classes 37

Age first referred for individual testing . . . 37

Age first entered special class 37

Months placement delay 40

School terms in special class 43

Age and reason left special class 43

CHAPTER Page

Age and Time Factors—Wayne County Training School 45

Age at admission 45

Effective residence time (length of residence) 47

Age first left training school 47

Supervised community follow-up of WCTS group 54

Discharge from WCTS 56

Intelligence Levels of Obtained Samples 56

Reading and Arithmetic Achievement—Retarded Groups 65

School Attainment—Detroit Regular Grade Group 73

Detroit Special Class Handwork and Shop Achievement 73

Detroit Special Class Ratings on Personality Characteristics 78

WCTS Performance Test Scores 87

Supervised Job Assignments within WCTS 87

Family Background and Subject Behavior —Retarded Groups 90

Family origin 93

Family continuity and discontinuity 98

Family characteristics 125

CHAPTER Page

Home environment 126

Subject behavior 133

Summary of family background characteristics 142

Uncorrected Physical Defects—Detroit Special Class Sample 152

Juvenile Offenses—Males 164

Dispositions 175

Juvenile Offenses—Females 184

Intelligence and Delinquency 184

Summary 189

III. OUTCOME DATA—MALES 192

Introduction 192

General Status and Employment at Time of Interview 192

Vocational Attainment in Terms of Total Time Worked and Wage Index for Last Half of Vocational History 206

Percentage of available time worked 213

Unemployment among male subjects 219

Average weekly earnings—last half of vocational history 224

Relative vocational status of subjects 230

CHAPTER Page

Types of Jobs Held and Reasons for Leaving Jobs 238

Types of jobs held 238

Reasons for leaving jobs 243

Armed Service Record 247

Rank attained 247

Character and proficiency ratings 251

Awards 251

Offenses and disciplinary action 255

Types of discharges 259

Adult Police Records 263

Criteria for Evaluation of Adjustment After Leaving School 274

Summary categorization of work record . . . 276

Summary categorization of law record 282

Other difficulties relating to social competence during the school period 285

Combined evaluation based on summary categorizations in the three areas 292

IV. INTERRELATIONSHIP OF DEVELOPMENTAL AND OUTCOME VARIABLES—MALE 299

Introduction 299

Procedures Used in the Correlational Analyses 299

CHAPTER Page

Analysis of Data for the WCTS Male Group 302

Factor I 324

Factor II 325

Factor III 326

Factor IV 328

Factor V 329

Factor VI 330

Factor VII 331

Relationship of WCTS Developmental Record Variables to Work Record and Law Record . . . 331

Analysis of Correlational Data for the DSC Male Group 334

Factor I 363

Factor II 364

Factor III 365

Factor IV 365

Factor V 366

Factor VI 366

Factor VII 367

Factor VIII 367

CHAPTER Page

Relationship of DSC Developmental Record Variables to Work Record and Law Record 368

Summary 371

V. OUTCOME DATA—FEMALES 373

Introduction 373

Living Setting at the Beginning of the Postschool Period 374

Work Experience 377

Postschool Law Records of the Girls 385

Pregnancies out of Wedlock 386

Rate of Legitimate and Illegitimate Childbirth 390

Outcome of Marriages 394

Family Continuity for the Children of the Girls in This Study 396

Descriptive Categorization of Over-all Adjustment 397

Other Social Difficulties and Problem Behaviors 408

Summary 410

VI. INTERRELATIONSHIP OF DEVELOPMENTAL RECORD AND OUTCOME VARIABLES—FEMALE 414

Introduction 414

CHAPTER Page

Selection of Girls with Contrasting Outcomes 414

Comparisons of the Three Groups 418

Measures of intelligence and achievement 418

Family background 424

Social emotional adjustment 426

Summary 431

VII. SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS 435

Introduction 435

Major Findings 436

Many subjects in this study were not effectively identified as mentally retarded and placed in special facilities at an early age 436

Recommendations 438

The average length of time subjects in this study remained in a special program was relatively short 438

A number of the subjects of this study are still in institutions for the retarded, or in positions of dependency in their community settings 439

Recommendations 439

CHAPTER Page

A majority of the subjects in this study failed to progress academically, as measured by achievement tests, at a rate consistent with their apparent intelligence 440

Recommendations 441

Some of the retarded had physical defects which remained uncorrected year after year, and they were reported as having physical defects or illnesses which caused a vocational problem more often than the nonretarded 441

Recommendations 443

Verbal and performance intelligence test scores proved relatively highly related to level of adjustment in the community 444

Recommendations 446

The armed service records of the retarded subjects were poorer than those of the average group, and in over one-half of the cases, discharges were for lack of aptitude or unacceptable behavior . . 447

Recommendations 449

Many retarded subjects experienced long periods of unemployment, left jobs for poor reasons, or were discharged because of poor behavior 449

Recommendations 451

CHAPTER Page

A considerable percentage of the retarded subjects, as indicated by official records, failed to abide by the law 452

Recommendations 454

A large proportion of the girls in the retarded groups had serious difficulties in their relationships with the opposite sex during the postschool period 454

Recommendations 456

Differences between the racial groups were apparent in every area of the study, perhaps most significantly in the character of their postschool adjustments 456

Recommendations 458

Conclusion 458

APPENDIX 460

REFERENCES 529

LIST OF TABLES

TABLE Page

1. WCTS Sample—by Sex, Race, and Age at Entry Subgroups 12

2. DSC Sample—by Sex, Race, and Subcommunity Subgroups 14

3. Place of Residence at Entry to the WCTS —by Subcommunity or Other Local Area 20

4. Number of Cases Drawn from Various Subcommunity Quintile Levels—by Groups and Subgroups 24

5. Number and Percent of Cases from Each Sample Drawn from Various Subcommunity Quintile Levels 25

6. Age of DSC Subjects When First Referred for Individual Testing 38

7. Age at First Entry into Special Class 39

8. Months Elapsed between First Referral for Special Testing and Placement in a Special Class 41

9. Number of DSC Subjects Repeating Terms in Detroit Regular Grade Classes before Being Placed in Special Classes, According to Number of Times Any Term Was Repeated 42

10. School Terms in Special Class Training—DSC Subjects 44

TABLE Page

11. Reasons for Leaving Detroit Special Classes 46

12. Age at Admission to WCTS 48

13. Effective Residence Time in WCTS 49

14. Age First Left WCTS 52

15. Duration of Truancies During WCTS Commitment 53

16. Number of WCTS Cases on Supervised Status in the Community, According to Length of Supervision 55

17. Number of Cases Discharged from WCTS, According to Age at Discharge 57

18. Last DLA Scores of Sample Subjects Prior to Admittance to Detroit Special Classes 59

19. Last Reported Intelligence Scores of Sample Subjects Prior to Admission to the WCTS 60

20. Binet IQ Scores Earned on First Test after Admission to WCTS 61

21. Last DLA Scores of Sample Subjects Prior to Leaving Detroit Special Classes 63

22. Last Binet IQ Scores of Sample Subjects Prior to Leaving the Wayne County Training School 64

23. Distribution by Letter Ratings (Intelligence) of Detroit Regular Class Sample 66

24. WCTS Entry and Final Metropolitan Achievement Test Grade Levels in Reading and Arithmetic 67

TABLE Page

25. DSC Entry and Final Achievement Test Grade Levels in Reading and Arithmetic 68

26. Numbers of Subjects Distributed by Reading Grade Levels Attained on Metropolitan or Stanford Achievement Test at Entry into Detroit Special Classes 69

27. Numbers of Subjects Distributed by Arithmetic Grade Levels Attained on Metropolitan or Stanford Achievement Test at Entry into Detroit Special Classes 70

28. Average Grade Gain per Year as Measured by Metropolitan or Stanford Achievement Tests 72

29. Last School Grade Level Attainment, DRG Subjects 74

30. Median of All Ratings in Aptitude During Last One-half of Time in Detroit Special Class 75

31. Median of All Ratings in Interest During Last One-half of Time in Detroit Special Class 76

32. Median of All Ratings in Growth During Last One-half of Time in Detroit Special Class 77

33. Medians of All Ratings in Consideration of Others During Last One-half of Time in DSC 80

34. Medians of All Ratings in Sociability During Last One-half of Time in DSC 81

TABLE Page

35. Medians of All Ratings in Trustworthiness During Last One-half of Time in DSC 82

36. Medians of All Ratings in Reaction to Authority During Last One-half of Time in DSC 83

37. Medians of All Ratings in Participation in Class Activities During Last One-half of Time in DSC 84

38. Medians of All Ratings in Tenacity of Purpose During Last One-half of Time in DSC 85

39. Ratings in Consideration of Others, Combined into Above Average, Average, and Below Average Categories 86

40. Arthur Point Scale of Performance Test Scores for the WCTS Subgroups 88

41. Distribution of the Differences between Arthur PQ's and Binet IQ's for the WCTS Sample Subgroups 89

42. Months of Vocational Training Experience (expressed as full-time employment) 91

43. Number of DSC Subjects Having One or Both Parents Foreign-born 94

44. Number of WCTS Subjects Having One or Both Parents Foreign-born 94

45. Number of DSC Subjects Having One or Both Parents Raised Outside Michigan 96

46. Number of WCTS Subjects Having One or Both Parents Raised Outside Michigan 97

TABLE Page

47. Number of DSC Subjects Who Spent Major Portion of Their Preschool Life Outside Michigan 99

48. Number of WCTS Subjects Who Spent Major Portion of Their Preschool Life Outside Michigan 100

49. DSC Subjects Having Continuous Family Pattern with Natural Parents 103

50. WCTS Subjects Having Continuous Family Pattern with Natural Parents 104

51. Types and Results of Family Discontinuity, DSC 105

52. Types and Results of Family Discontinuity, WCTS 107

53. Subjects Conceived Illegitimately and Born Outside Natural Family 109

54. Family Discontinuities and Their Effect on the Subject's Living Setting, DSC Males 111

55. Family Discontinuities and Their Effect on the Subject's Living Setting, DSC Females 113

56. Family Discontinuities and Their Effect on the Subject's Living Setting, WCTS Males 114

57. Family Discontinuities and Their Effect on the Subject's Living Setting, WCTS Females 118

58. Number of DSC Subjects Receiving Negative Ratings on the Five Family Discontinuity Variables, and Number of Such Ratings per Individual 123

TABLE Page

59. Number of WCTS Subjects Receiving Negative Ratings on the Five Family Discontinuity Variables, and Number of Such Ratings per Individual 124

60. Some Characteristics of the Families of DSC Subjects 127

61. Number of DSC Subjects Receiving Negative Ratings on the Four Family Characteristic Variables, and Number of Such Ratings per Individual 128

62. Some Characteristics of the Families of WCTS Subjects 129

63. Number of WCTS Subjects Receiving Negative Ratings on the Four Family Characteristic Variables, and Number of Such Ratings per Individual 130

64. DSC Home Environment 134

65. Number of DSC Subjects Receiving Negative Ratings on the Thirteen Home Environment Variables and Number of Such Ratings per Individual 136

66. WCTS Home Environment 137

67. Number of WCTS Subjects Receiving Negative Ratings on the Thirteen Home Environment Variables and Number of Such Ratings per Individual 139

68. Subject Behavior—DSC 143

69. Number of DSC Subjects Receiving Negative Ratings on the Ten Behavior Variables, and Number of Such Ratings per Individual 145

TABLE Page

70. Subject Behavior—WCTS 146

71. Number of WCTS Subjects Receiving Negative Ratings on the Ten Behavior Variables, and Number of Such Ratings per Individual 148

72. Number of WCTS Subjects Receiving Negative Ratings in the Three Family Background Areas, and Number of Such Ratings per Individual 149

73. Number of DSC Subjects Receiving Negative Ratings in the Three Family Background Areas, and Number of Such Ratings per Individual 150

74. Uncorrected Physical Defects Affecting More than Ten Individuals in the DSC Male Sample, and Number of Subjects with Each Defect 153

75. Numbers and Percentages of DSC Males Having Uncorrected Physical Defects—by Number of Defects Noted per Individual 155

76. Defect Uncorrected for Two or More Years 156

77. Physical Problems Rated as Severe Enough to Cause Difficulty to the Subject—DSC White Males 159

78. Interviewee's Notation of Subjects' Physical Problems That Were Vocational Handicaps—DSC White Males 162

79. Number of Males Committing Juvenile Offenses, and Number of Offenses per Person 166

80. Classification—Law Violations 169

TABLE Page

81. Nature of 587 Juvenile (age below 17-0) Offenses Committed by Male Sample Subjects, Showing Percentages of Total Number of Offenses Committed by Each Group, by Nature of Offenses 174

82. Specific Offenses Committed by DRG Negro Subjects 176

83. Classification—Dispositions 177

84. Dispositions on 587 Offenses 180

85. Juvenile Offenses and Their Dispositions —WCTS 181

86. Juvenile Offenses and Their Dispositions —DSC 182

87. Juvenile Offenses and Their Dispositions —DRG 183

88. Juvenile Offenses Committed by Female Subjects—by Number and Type of Offense 185

89. Numbers and Percentages of Delinquent DSC Boys at Various IQ Levels 187

90. Comparison of Numbers at Each IQ Level in the DSC Group with the Number Delinquent at Each Level 188

91. Status of Sample Subjects at Time of Interview 194

92. Number of Subjects Rated as Productive or Nonproductive at the Time of Interview 196

93. Length of Time Worked on Job Held at Time of Interview 198

TABLE Page

94. Wage on Job Held at Time of Interview (full-time jobs only) 200

95. Status of Sample Subjects at Time of Interview—by Group and Subgroup 202

96. Number of Subjects Rated as Productive or Nonproductive at the Time of Interview—by Groups and Subgroups 203

97. Classification of 289 Subjects by Major Activity Since Age Sixteen 208

98. Percentages of Available Time Worked —Seventy-one WCTS Males Having Over Twelve Months' Post-Eighteen-Year Job Availability 210

99. Percentages of Available Time Worked —Eighty-three DSC Males Having Over Twelve Months' Post-Eighteen-Year Job Availability 211

100. Percentage of Available Time Worked —Forty DRG Males Having Over Twelve Months' Post-Eighteen-Year Job Availability 212

101. Weekly Wage Index—Individuals Having Over Twelve Months of Post-Eighteen-Year Job Availability (computed on earnings during last one-half of vocational history) 214

102. Weekly Wage Index—by Major Wage and Age Groupings (adapted from Table 101) 215

103. Percentages of Available Time Worked —Subjects Having Over Twelve Months of Post-Eighteen-Year Job Availability 217

TABLE Page

104. Subjects Having More than Twelve Months of Post-Eighteen-Year Job Availability Who Worked More, or Less, than 50 Percent of Their Available Time 218

105. Distributions According to Months of Unemployment for Males in the Three Sample Groups 221

106. Cumulative Percentages Indicating Proportion of Males Unemployed for Various Lengths of Time 223

107. Weekly Wage Index of Subjects Having Over Twelve Months of Post-Eighteen-Year Job Availability 225

108. Percentages of Persons Earning Various Weekly Wages, among the 194 Male Sample Subjects Having Twelve Months or More of Post-Eighteen-Year Job Availability 226

109. Mean and Median Wage Indexes—194 Male Subjects Having Over Twelve Months of Post-Eighteen-Year Job Availability 229

110. Group Intelligence Test Letter Ratings on Two Groups of DRG Negro Male Subjects 231

111. Last School Grade Attainment of Two Groups of DRG Negro Males 231

112. Average Wages During Last Half of Job History—WCTS Cases Having Over Twelve Months of Post-Eighteen-Year Job Availability 232

113. Average Wages During Last Half of Job History—DSC Cases Having Over Twelve Months of Post-Eighteen-Year Job Availability 233

TABLE Page

114. Average Wages During Last Half of Job History—DRG Cases Having Over Twelve Months of Post-Eighteen-Year Job Availability 234

115. Percentages of Subjects Reaching Certain Vocational Attainment Levels, Based upon Wage Index and Percentage of Time Worked 236

116. Percentages of Subjects in Each Vocational Attainment Level 237

117. Last Job Held by All Subjects Ever Holding a Competitive Job—by Number of Subjects Holding the Indicated Job 241

118. Last Job Status of All Male Subjects in the Three Samples Not Reported in Table 117 244

119. "Acceptable" Reasons for Leaving a Job —110 Jobs Held by DSC Subjects 245

120. "Questionable" Reasons for Leaving a Job —55 Jobs Held by DSC Boys 246

121. Highest Rank Attained by Subjects Reported on by the Armed Service, and Number at Each Rank in Each Service 249

122. Ranks Attained by Subjects Reported on by Armed Services (comparable service ranks combined) 250

123. Armed Services Ratings in Character Received by Eighty-three Subjects 252

124. Armed Services Ratings in Proficiency Received by Eighty-three Subjects 253

TABLE Page

125. Numbers of Persons Whose Ratings Were All Fair or Higher, or Poor or Lower 254

126. Numbers and Types of Awards Made to Subjects Serving in the Armed Forces 256

127. Types and Numbers of Times Subjects Received Disciplinary Action—by Individual Cases 257

128. Numbers and Percentages of Subjects Receiving and Not Receiving Disciplinary Action While in the Armed Forces 260

129. Types of Discharges Received by Subjects Serving in the Armed Forces 261

130. Nature of 482 Adult (age 17-0 or over) Offenses Committed by Male Sample Subjects, Showing Percentages of Total Number of Offenses Committed by Each Group, by Nature of Offenses 264

131. Numbers of Persons Committing Offenses as Adults, and Numbers of Offenses per Person 265

132. Dispositions on 482 Adult Offenses 267

133. Adult Offenses and Their Dispositions —WCTS 268

134. Adult Offenses and Their Dispositions —DSC 270

135. Adult Offenses and Their Dispositions —DRG 272

136. Distribution on Postschool Work Record for Males in the Three Samples 277

TABLE Page

137. Percentages of Cases in the Major Descriptive Categories for Postschool Work Record 281

138. Distribution on Postschool Law Record for Males in the Three Samples 283

139. Descriptive Categories for Postschool Law Record 286

140. Incidence of Major Difficulties among the Males in Various Aspects of Social Competence During the Postschool Period 287

141. Numbers and Percentages of Males Showing Major Difficulties Related to Law Record, Work Record, and Social Competence During the Postschool Period 294

142. Numbers and Percentages of Males with Major Difficulties According to Combinations of Areas of Difficulty 297

143. Description of Variables for WCTS Male Correlation Matrix 303

144. Intercorrelations of Variables—WCTS Males 310

145. Principal Axes Factor Loadings—WCTS Males 319

146. Factor Loadings after Rotation—WCTS Males 321

147. Significant Intercorrelations for Postschool Work Record—WCTS Males 333

148. Significant Intercorrelations for Postschool Law Record—WCTS Males 335

149. Description of Variables for DSC Male Correlation Matrix 336

150. Intercorrelations of Variables—DSC Males 342

TABLE Page

151. Principal Axes Factor Loadings—DSC Males 358

152. Factor Loadings after Rotation—DSC Males 361

153. Significant Intercorrelations for Postschool Work Record—DSC Males 370

154. Significant Intercorrelations for Postschool Law Record—DSC Males 372

155. Numbers of Female Cases in Various Living Settings at Beginning of Postschool Period 375

156. Numbers of Female Cases in Three Broad Categories of Living Settings 376

157. Numbers of Girls Holding Various Jobs 378

158. Distribution Showing Final Job Status of the Girls in the Three Sample Groups 381

159. Numbers and Percentages of Females in Three Job Status Categories 383

160. Distribution of Retarded Female Nonworkers According to Reason Why Employment Was Not Sought 384

161. Distribution on Postschool Law Record for Females in the Three Samples 387

162. Numbers of Girls in the Study Charged with Various Offenses 388

163. Numbers of Girls Known to Have Been Pregnant Out of Wedlock One or More Times 389

164. Numbers of Girls Having Various Numbers of Legitimate and Illegitimate Children 391

TABLE Page

165. Summary Description of the Groups Relating to Legitimate and Illegitimate Childbirth 393

166. Numbers of Girls with and without Problem Marriages 395

167. Numbers of Mothers Living or Not Living with the Fathers of Their Children 398

168. Distribution of Girls According to Over-all Descriptive Categorization of Postschool Adjustment 402

169. Numbers of Girls Presenting Other Social Difficulties and Problem Behaviors 409

170. Comparison of Three Female Outcome Groups on Measures of Intelligence and School Achievement 419

171. Distributions of Three Female Outcome Groups on Adjustment During First Year of Residence at WCTS 428

172. Distributions of Three Female Outcome Groups on Total Adjustment Adequacy at WCTS 429

173. Distributions of Three Female Outcome Groups on the Predictive Ratings 430

174. Distributions of Three Female Outcome Groups on Achievement in Manual Activities Classes 432

175. WCTS Obtained Population Numbers and Sample Selection Distribution—by Sex and Race 463

176. Distribution of the Detroit Public School Population (individuals per subcommunity) 466

TABLE Page

177. Computed Number, and Number Selected, from Each Subcommunity-Race-Sex Cell to Make Detroit Retarded Sample Proportionate to Obtained Population 469

178. Rater Agreement for Two-Point Scales on WCTS Developmental Record Form C 519

179. Rater Agreement for Three-Point Scales on WCTS Developmental Record Form D 521

180. Rater Agreement for Four-Point and Five-Point Scales on WCTS Developmental Record Forms C and D 522

181. Rater Agreement for Two-Point Scales on DSC Developmental Record Form C 523

182. Rater Agreement for Three-Point Scales on DSC Developmental Record Form D 524

183. Rater Agreement for Four-Point and Five-Point Scales on DSC Developmental Record Form D 525

CHAPTER I

INTRODUCTION

Statement of the Problem and Objectives of the Research

This is a research on the developmental history of retarded children and their subsequent social adjustment in early postschool life. The study is directed to the identification, incidence, and evaluation of social adjustments that have occurred with children and youth who have been enrolled in the Wayne County Training School (WCTS), and in special classes for the mentally retarded in the Detroit Public Schools. It is further directed toward a comparison of the adjustment of the retarded subjects with that of a group of average youth matched to the Detroit Special Class (DSC) sample on variables of sex, race, and area of residence. Finally, the study is directed toward the identification of factors or combinations of factors evident in the developmental history and environmental situations of the retarded individual which bear a demonstrable relationship to his social and vocational adequacy as a youth.

Accurate information on the extent of social adequacy and the degree of social difficulty experienced by recent graduates of present education and training programs for the retarded is a first essential in demonstrating the need for improved and expanded services for identification, diagnostics, remediation, education, training, and guidance in the field of mental retardation.

Knowledge concerning identifiable factors which may contribute toward better adjustment of individuals—or which may tend to negate the efforts of medical, educational, and ancillary personnel—should provide needed direction in attempts to evaluate present programs, develop and improve curriculum materials, improve guidance and counseling services, increase the use of community resources, and relate occupational training and placement programs to actual conditions and needs that exist within the community and the retarded population. Such knowledge should also be of value in improving the preparation of teachers and other professional personnel who work with the mentally retarded.

It is hoped that presentation of the facts concerning some of the truly remarkable adjustments made by retarded youth will stimulate school systems and communities to a consideration of the increased contributions such individuals might make if the resources of the community were adequately martialed in their favor.

It is further hoped that a setting forth of the social failures which have been experienced by some retarded youth who have been educated and trained under present programs, or, rather, left partially educated and partially trained, will spur communities and schools to consider whether this waste of human resources, these dividends of delinquency and despair, and of parasitic living, are not too high a price to pay for whatever temporary easing of the tax burden may be obtained by providing programs that inadequately meet known requirements.

Martens (1936, p. 15) stated that the aim of education for the mentally retarded is:

> . . . to teach [the retarded child] to use all of his capacities; to teach him to become a useful member of the social group. Whether he is in a day school or in a residential school, the general purpose is the same.

This philosophy was voiced again in 1950 (Martens, 1950, p. 9) and needs no reaffirmation here. However, to suggest that this aim has been implemented within the scope of the knowledge and facilities available today would be to deny the facts. It is almost axiomatic that only as we expand the frontiers of knowledge do we begin to apply in practice what is already known. This study seeks to expand the body of knowledge concerning the adjustment of retarded youth per se, and in relation to their average or normal peers. It is hoped that what is presented here will encourage school systems, school personnel, and communities to increase their application of what is already known but not yet acted upon; to incorporate new knowledge herein set forth, particularly in reference to the relationship of developmental history and later situational factors to outcome, into the structure of their present programs; and to institute further researches in those areas which are indicated in this report as being most fruitful for further investigation.

The Samples Studied

Three samples were selected, two of which were from retarded populations and one from a population of which no member had been committed to a special class or institution for retarded.

The samples of retarded subjects were drawn from populations of youth who, in their earlier years, had been considered as "educable" and who had or were expected to have the potential for adjusting into and being accepted by society. The sample of non-retarded youth was limited to those with intelligence levels within the middle 60 percent range of the Detroit Public School population as obtained by the administration of group tests in the regular elementary school testing programs.

Definition of Terms

This study contains in its title the terms "social adequacy" and "social failure," which were defined in the original application as follows:

> . . . social adequacy means that the individual can adjust economically, socially, civically and personally in such ways that he can be generally accepted within the normal limits of the general population. Social failure means that the individual could not so adjust and became either dependent, or delinquent, or came into social conflict, or has been unable to meet the minimum requisites and standards for social competence and acceptance.

In Chapters III and V are reported the percentages of individuals in each of the various subgroups whose community adjustment was considered "adequate," and the corresponding proportion who experienced "major difficulties." In the presentation of these data, the specific criteria were provided by which the subjects' community adjustments were characterized as adequate or inadequate. These criteria, thus, represent a concretization of the general statements made in the definitions of social adequacy and social failure quoted above and provide the reader with data upon which he can base his acceptance of evaluations made.

Institutions Cooperating in the Study

Wayne State University

Wayne State University, through its Department of Special Education and Vocational Rehabilitation, enthusiastically assumed contractual responsibility as a codirecting agency, in cooperation with the Detroit Public Schools and the Wayne County Training School, as since approximately 1910 the University had been preparing teachers for mentally retarded children in Detroit, in Michigan, and throughout the country. The Department desired through this study to secure evaluations on the adequacy of its curriculum and procedures in preparing teachers which would lead to improving its programs in these areas.

The Detroit Public Schools[1]

The Detroit Public Schools opened their first class for the retarded in 1901. This was known as a "Special A" class, and children of all ages were accepted. Thirteen years later classes ("Special B") for adolescent-age children were organized. In 1930 classes which had originally been provided for children who were academically retarded because of illness or long absences were reorganized and, under the name of "Special Preparatory" classes, became the highest level in the program for the mentally retarded.

At the time the subjects in this study were in school, the organization of the special education program was as follows:

Pre-Special A Classes. For pupils under thirteen years of age chronologically, and with mental ages between 3.0

---

[1] Information obtained from Engel, 1954.

and 5.0. Those who progressed sufficiently were promoted to Special A classes. Others might be recommended for permanent care in institutions.

Special A Classes. For pupils under thirteen years of age chronologically, with a mental age of 5.0 years or over, and with IQ's generally between 50 and 75. Promotions, except in rare instances, were to Special B.

Special B Classes. For pupils of thirteen years and older. At this level boys and girls went to different schools. The boys received training with wood, metal, and craft materials, and in household mechanics; and the girls had instruction in cooking, sewing, and laundering. The remaining portion of the school day—at least half-time—was devoted to the academic subjects suitable to their abilities and needs.

Special Preparatory Classes. Fifteen- and sixteen-year-old pupils who were capable of higher-level academic learning were selected on the basis of emotional maturity, citizenship, and academic progress, for promotion to the Special Preparatory classes. These classes were located in intermediate, high, and trade schools, and wherever possible, the pupils attended the regular grade shop and laboratory classes. Pupils graduated from these classes with a special diploma. A few of the more able might be transferred to the regular grades and receive regular high school diplomas.

About four thousand pupils were enrolled annually in the total program, and the staff numbered more than two hundred teachers. Pupils awaiting entry into the special program usually numbered about seven hundred. The additional cost of the program was totally paid for by the Detroit Public Schools until 1949, when the State Department of Public Instruction, under authority of the Michigan state legislature, began to make grants for excess costs to school systems maintaining programs for the retarded which met the legal standards imposed.

The Wayne County Training School

The Wayne County Training School, established in 1922, was designed to supplement the existing special education and social service facilities of Wayne County by accepting in residence those higher-grade or educable mentally retarded and borderline children whose community situation and problems of adjustment "combined to negate the socializing influence of the school" and to render "the ordinary community social welfare organizations" inadequate. The school "was not projected to add merely additional beds for the continued segregation of the determinedly custodial feebleminded" (Haskell, 1932).

The Training School accepts children from Wayne County exclusively, and approximately 85 percent of these children come from Detroit. A few of the children are voluntary admissions, but the majority are committed by the probate court as mentally handicapped. The Detroit public school system refers about 50 percent of the cases; the Wayne County Juvenile Court, about 25 percent; and the remainder are referred by various agencies.

All children of school age are kept in school full time, and practically all children of vocational training age are engaged in educationally supervised occupational training. The educational and occupational programs are supported by clinical features such as remedial reading, individual psychiatric and psychological interviews, and group counseling and play therapy. The program is designed to increase the individual's ability to function well with peers and adults, and to proceed "on his own" to a considerable extent, thus providing him with experiences which will be helpful in his post-training school adjustment.

Plan of the Study

Immediate objectives

The immediate objectives of this research project were: (a) to develop a design and procedure for evaluating the effectiveness of educational programs for retarded children; (b) to apply this design and procedure to retarded children who had been enrolled in special classes in the Detroit Public Schools and in the Wayne County Training School; (c) to obtain new knowledge concerning factors which either singly or in combination tended to facilitate or impede social adequacy; (d) to attempt to evaluate these factors quantitatively and, to the extent possible, qualitatively; (e) to present this knowledge in a form which could be used effectively in developing and improving curriculum materials; in improving guidance services, including parent counseling; improving vocational training and placement; using community resources more effectively; and in improving teacher education.

Further information concerning the design and procedure (a, above) will be found in the section dealing with the plan of this study. The application of the design (b, above) will be better understood after referral to the portion devoted to selection of the samples and to detailed descriptions of the protocols and methods used in gathering data. The knowledge obtained, new and confirmed (c, above), will appear in the central portions of the report. Evaluation (d, above), while occasionally necessary throughout the report, will be primarily the subject of Chapters III and V. Whether the objective of item e—to present this knowledge in a form which can be used effectively in developing new and improved resources—

is attained will not be known until such resources are developed, or until it becomes evident that they will not be.

Selection of samples

Criteria.—As stated in a previous section, this study was concerned with the early posttraining community adjustment of the retarded child. The objective was to draw samples of subjects, most of whom would have spent from four to six years in the community after having left either the Wayne County Training School or the Detroit public school classes for the retarded. The birth date range appropriate to provide subjects having these years of postschool experience and to provide time for location and interviewing of cases was from July 1, 1935, through June 30, 1938. At the time of interview all cases were within the age range of nineteen through twenty-two, and their ages at nearest birthday were twenty, twenty-one, or twenty-two.

As another consideration in drawing the samples was to make them, insofar as possible, representative of all children who entered these special training programs, every child who had entered was included if his age fell within the range selected for the study. A frequently used alternative procedure—that of studying individuals who leave a program during a certain period—was not used, as such a procedure does not fairly sample all entrants to the program. Such a sampling would have eliminated from all consideration cases who might have remained in the public school or institution up to the time of the study, and hence, would have been biased to this degree. Alternatively, the admission-based samples were unbiased by such factors as early or late release from the programs, death, or retention in the program past the date of study.

In addition, it will be noted that this study is concerned not only with the community adjustment of nineteen- to twenty-two-year-old subjects, but also with their entire development from the preschool years through the school and early postschool years. It was desired, accordingly, to obtain an unbiased picture of the varied courses of development occurring in the populations in question.

A further consideration was the age of entry into special programs. The Wayne County Training School very rarely admits pupils below the age of seven and does not accept pupils who have reached their sixteenth birthday. Chronological age on admission is consistently related to the age at which the child's community problems become acute and has a bearing on the child's later development. The distribution of admission ages has also been quite constant over the years, and it determines to a large extent the nature of the Training School community. Age on admission was thus a basic consideration in drawing a sample which would be representative of entrants to the Training School program.

As those who enter the public school special education program beyond these ages—namely before seven or above fifteen—are few in number and usually present somewhat atypical problems, it was decided, in the interest of relative comparability of the two groups, to apply these same restrictions to the Detroit group also.

The first criteria for determining the two populations to be obtained were then as follows:

1. Entry into the Detroit public school or Wayne County Training School training programs for the retarded, from ages seven to fifteen, inclusive.
2. Birth dates ranging from July 1, 1935, to June 30, 1938, inclusive.

The names of all persons meeting these criteria were selected from the 139,000 case histories and clinical files available at the Psychological Clinic of the Detroit Public Schools, and the 6,000 such files at the Training School. Next, in order to increase the homogeneity of the sample, it was decided to focus the investigation chiefly upon subjects whose nearest birthdate would be their twenty-first. The populations, accordingly, were classified according to age; and one-half of the cases in the first (1935–36) and last (1937–38) birth years were eliminated by a random procedure.

The populations thus obtained consisted of 1,946 persons for the Detroit Public Schools and 302 for the Wayne County Training School.

The final problem was to select from these obtained populations the desired two samples of two hundred cases each.

Selection of the retarded subjects.—In each case, the obtained populations were stratified upon the variables of sex and race. The WCTS population was further stratified according to age at entry to the program, and the Detroit population was stratified on subcommunity of residence.

After stratification, the sample subjects were selected from each population cell by a random procedure, and in such numbers as to maintain, insofar as possible, each cell's proportionate representation in the final total sample.

The numbers obtained in the WCTS sample, by sex, race, and age of entry to the Training School, are shown in Table 1.

TABLE 1

WCTS SAMPLE—BY SEX, RACE, AND AGE AT ENTRY SUBGROUPS[a]

Age at Entry	White Male	Negro Male	White Female	Negro Female
Seven	2	1	1	1
Eight	6		5	1
Nine	10	2	2	1
Ten	13	3	6	1
Eleven	14	6	5	2
Twelve	11	7	9	3
Thirteen	16	8	5	5
Fourteen	14	3	8	9
Fifteen	7	4	5	4
Totals	93	34	46	27

---

[a] In subsequent tables the following abbreviations will be used where necessary to conserve space: F = Female; M = Male; N = Negro; W = White; NF = Negro Female; NM = Negro Male; WF = White Female; WM = White Male.

The numbers obtained in the DSC sample are given in Table 2. Subcommunity locations may be determined by reference to Figure 1, page 16.

Complete details of the selection process may be found in the Appendix, page 462.

Selection of the nonretarded (Detroit Regular Grade—DRG) subjects.—An evaluation of the successfulness in later life adjustment of retarded children who have been served by remedial programs requires that they be compared, at least on some variables, with standards derived from sources other than within their own group. Ideally, perhaps, their progress should be measured against that of a comparable group of retarded children who have not had special training. Such a comparison might permit a specific answer to the question, "How effective are special class programs?"

However, it is doubtful that such a "comparable" group exists. Within the Detroit school district a child who is held to be in need of special class training is enrolled or transferred as soon as facilities permit. Approximately 70 percent of children recommended are so placed before one school year has elapsed.

Further, any retrospective attempt to select two comparable groups—one of which had had special training, and the other, none—would imply that the original professional personnel who reviewed applications for admission had erred in their judgment, and while accepting some cases into special programs, had rejected others equally in need. Even if this might actually be the case in a few instances, it was believed impossible to validate such findings and select a comparison group of any size on this basis.

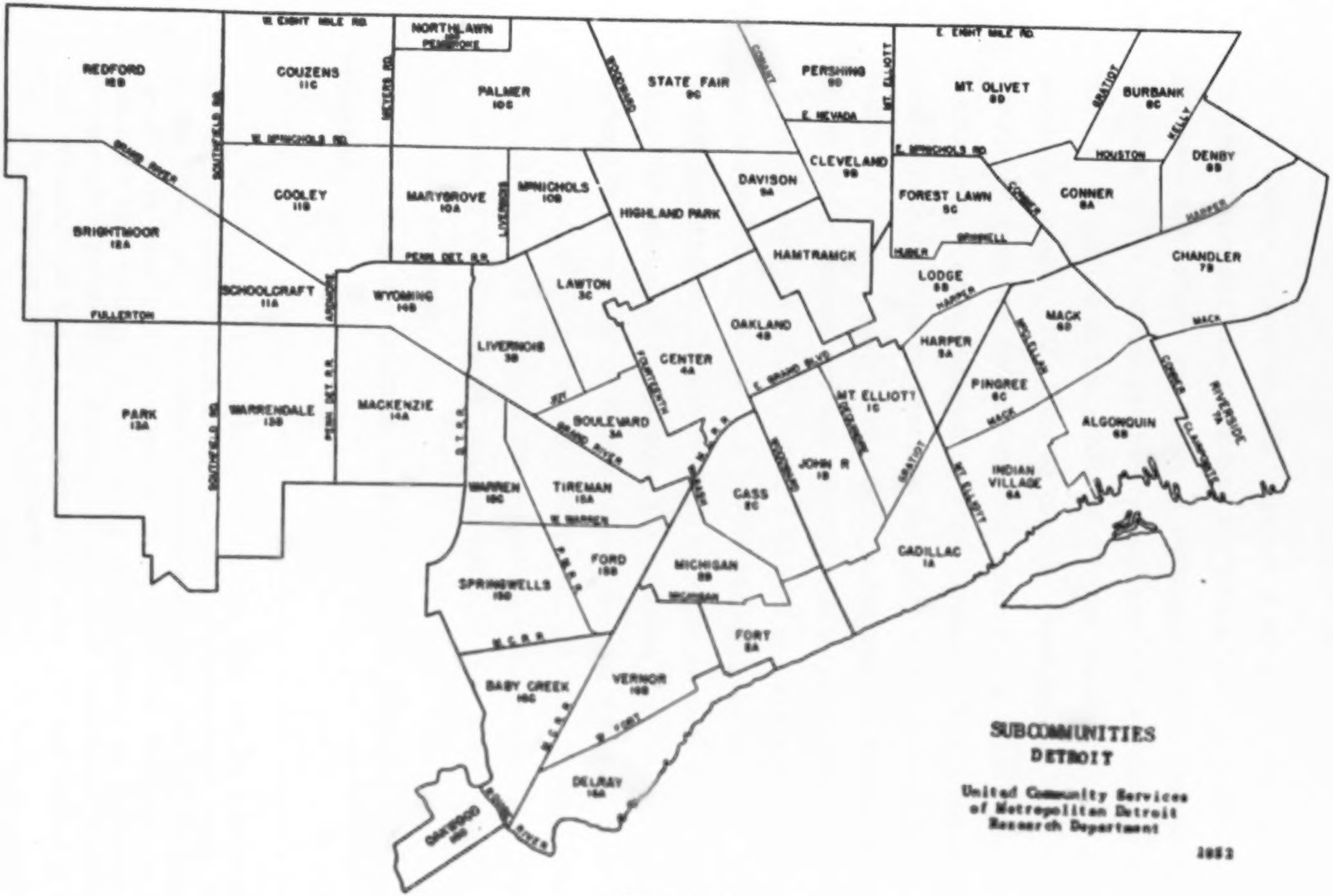
TABLE 2

DSC SAMPLE—BY SEX, RACE, AND SUBCOMMUNITY SUBGROUPS

Subcommunity	White Male	White Female	Negro Male	Negro Female	Totals
1A	2	1	6	6	15
1B	1	0	13	6	20
1C	2	1	3	2	8
2A	2	1	1	0	4
2B	4	2	1	1	8
2C	6	3	0	0	9
3A	1	1	0	0	2
3B	2	1	0	0	3
3C	1	1	1	0	3
4A	1	1	1	1	4
4B	1	0	8	4	13
5A	2	1	0	0	3
5B	2	2	0	1	5
6A	4	1	1	1	7
6B	4	1	1	1	7
6C	2	1	0	0	3
6D	2	1	0	0	3
7A	2	2	1	0	5
7B	2	1	0	0	3
8A	1	0	0	0	1
8B	1	0	0	0	1
8C	1	0	0	0	1
8D	6	1	0	0	7

TABLE 2 (Continued)

Subcommunity	White Male	White Female	Negro Male	Negro Female	Totals
9A	0	0	3	1	4
9B	1	1	0	1	3
9C	3	1	1	0	5
9D	1	0	0	0	1
10A	1	0	0	0	1
10B	1	0	0	1	2
10D	0	0	3	1	4
11B	3	0	0	0	3
11C	1	0	0	0	1
12A	3	1	0	0	4
12B	1	1	0	0	2
13A	2	1	0	0	3
13B	2	2	0	0	4
14A	1	0	0	0	1
14B	0	1	0	0	1
15A	0	0	4	2	6
15B	1	0	1	0	2
15C	1	0	1	0	2
15D	2	1	0	0	3
16A	2	1	1	0	4
16B	2	2	0	0	4
16C	1	0	0	0	1
16D	2	1	1	0	4
Totals	83	36	52	29	200


REDFORD 12B
COUZENS 11C
NORTHLAWN
PALMER 10C
STATE FAIR 9C
PERSHING 9D
MT. OLIVET 8D
BURBANK 8C
DENBY 8B
BRIGHTMOOR 12A
COOLEY 11B
MARYGROVE 10A
McNICHOLS 10B
HIGHLAND PARK
DAVISON 9A
CLEVELAND 9B
FOREST LAWN 8C
CONNER 8A
CHANDLER 7B
HAMTRAMCK
LODGE 8B
SCHOOLCRAFT 11A
WYOMING 14B
LAWTON 3C
OAKLAND 4B
CENTER 4A
HARPER 5A
MACK 6D
LIVERNOIS 3B
PINGREE 6C
MT ELLIOTT 1C
PARK 13A
WARRENDALE 13B
MACKENZIE 14A
BOULEVARD 3A
ALGONQUIN 6B
RIVERSIDE 7A
JOHN R 1B
INDIAN VILLAGE 6A
WARREN 15C
TIREMAN 15A
CASS 2C
MICHIGAN 2B
CADILLAC 1A
FORD 15B
SPRINGWELLS 15D
FORT 2A
BABY CREEK 16C
VERNOR 16B
DELRAY 16A
OAKWOOD
W. EIGHT MILE RD.
E. EIGHT MILE RD.
W. McNICHOLS RD.
E. McNICHOLS RD.
SOUTHFIELD RD.
MEYERS RD.
WOODWARD
CONANT
MT. ELLIOTT
E. NEVADA
GRATIOT
KELLY
HOUSTON
HARPER
GRAND RIVER
LIVERNOIS
PENN. DET. R.R.
HUBER
GRINNELL
CONNER
MACK
FULLERTON
ARDMORE
FOURTEENTH
JOY
E. GRAND BLVD.
McCLELLAN
CLAIRPOINTE
D.T.R.R.
P.M.R.R.
W. WARREN
M.C.R.R.
W. FORT
ROUGE RIVER

SUBCOMMUNITIES
DETROIT

United Community Services
of Metropolitan Detroit
Research Department

1952

Figure 1

Rather, it was decided to select a sample of one hundred "average" regular class children for comparison purposes. The race-sex proportions and areas of residence were to be the same as those in the Detroit retarded group, and intelligence quotients were to be limited to the middle 60 percent range of the Detroit population (roughly, IQ's from 90 to 109). Intelligence levels were determined from the results obtained upon one or more of the following tests: Detroit Beginning First Grade, Detroit Advanced First Grade, Detroit Primary Learning Aptitude, or the Detroit Alpha Intelligence. These tests[1] are a part of the regular testing program in the public schools and are administered to all pupils.

As the plan was to obtain a sample of "average" children who had grown up in the same neighborhood milieu as their retarded counterparts, it was decided to match on only those factors which had been used in selecting the retarded samples; viz., neighborhood, sex, and race. It was considered that a sample forced into any mold of parent origin, occupation, or other similar classifications, in order to match the retarded, would cease to be representative of the "average" nonretarded, and thus have failed to satisfy the criterion.

To meet the selection requirements, the following steps were followed:

---

[1] While group intelligence test scores may not be regarded as equivalent to IQ's derived from individually administered tests such as the Binet, the concommitant requirement, that none of the cases should have been placed in special classes for the retarded, is an indication that children in this group may rightfully be regarded as of near average ability. Further, while these tests were standardized primarily on the Detroit population, long use has indicated that they are effective classification measures.

1. The proportion of white boys, white girls, Negro boys, and Negro girls drawn for the experimental group from each Detroit subcommunity was determined.
2. Using the proportions arrived at in step 1, the number of white boys, white girls, et cetera, needed from each subcommunity for inclusion in the comparison group was determined.
3. Because the comparison group had only one-half as many cases as the experimental group, the numbers arrived at in step 2 were occasionally fractional (i.e., one-half a case might be needed from one subcommunity). Therefore, it was sometimes necessary to combine subcommunities. For example, one subject might be drawn from either one of two subcommunities, each of which was to supply one-half of a subject. Subcommunities were combined on the basis of knowledge of their socioeconomic equivalence. It is believed that little violence was done to the adequacy of the sampling procedure by these necessary adjustments.
4. The next step required a determination of the school in each subcommunity from whose files the names of cases were to be drawn. Again, insofar as possible, the proportions drawn from each school corresponded to the proportions drawn for the original sample.

At this point it was known, for example, that there was a need for a boy from school 1 in subcommunity X, a girl from school 2 in subcommunity Y, et cetera, for all one hundred cases. The final step describes the manner of securing names from the files in each school.

5. The assignment of random numbers to all eligible cases in a school file was not a practical way of selecting cases. It was decided, therefore, to use the name of an equivalent subject in the retarded sample as a starting point for the search of the files. This procedure guaranteed that any biasing which might arise by using an uncontrolled alphabet-based search would be eliminated.

The specific procedure involved entering the file at the name of a child in the original sample who came from the specified school and who was of the required sex and race. Four names of children of the type desired were then selected, two by searching in a direction toward the end of the alphabet, two by searching toward the beginning of the alphabet. From this pool of four, one was selected by the use of the random number table.

Residence area of the WCTS sample.—The sex, race, and area of residence characteristics of the obtained samples have been detailed in previous tables, with the exception of residence areas of the WCTS and DRG groups. As these areas corresponded for the DRG and DSC groups, only the Training School sample will be further described here. The Training School, as a Wayne County institution, draws its population from the entire county area, including Detroit; hence, there are some distribution differences. The subcommunity and other sources of the obtained sample are presented in Table 3 for comparison with the Detroit sample (see Table 2).

Seventy-nine percent of the obtained sample (158 of 200 cases) came from Detroit. This compares with an average of 85 percent admission from Detroit during the years of 1945 to 1950 inclusive, during which most of the cases drawn in our samples were admitted. During this same period Detroit's population averaged about 93 percent of the surrounding county population, so its rate of contribution to the WCTS group was not markedly different from that of the suburban community.

Comparative social ratings of areas from which the samples were drawn.—Subcommunities in the area have been rated by the

TABLE 3

PLACE OF RESIDENCE AT ENTRY TO THE WCTS—BY SUBCOMMUNITY OR OTHER LOCAL AREA

Area	White Male	Negro Male	White Female	Negro Female
1A		3		4
1B		3		8
1C	6	1	3	3
2A	3		2	
2B	2	2		
2C	6	2	3	1
3A	3		2	
3B	1			
3C			1	
4A	2			
4B		8		2
5A	1			
5B	1			
5C	3			
6A	2	2	4	
6B			2	
6C	1			
6D	1			
7A	1			
7B	3			
8A			1	
8B				

TABLE 3 (Continued)

Area	White Male	Negro Male	White Female	Negro Female
8C				
8D	5			
9A	1	1		3
9B	1			
9C	2			1
9D		1		
10A				
10B				
10C			1	
10D		1		1
11A				
11B	1			
11C				
12A	5		2	
12B	1			
13A	3		2	
13B	1		4	
14A				
14B	1			
15A		3		2
15B	1	2	1	
15C				
15D	1			1
16A	4	2	2	

TABLE 3 (Continued)

Area	White Male	Negro Male	White Female	Negro Female
16B	4		2	
16C				
16D	1	1		
Highland Park	2			
Dearborn	3			
Dearborn Township			1	
Garden City			1	
Inkster	2	1		
Livonia	1			
Redford Township	1		1	
Taylor Township	1			
Wayne	2		4	
Ecorse			1	
Lincoln Park			1	
Melvindale	1			
River Rouge	1	1	1	1
Wyandotte	2		1	
Outside metropolitan Detroit	9		3	
Totals	93	34	46	27

United Community Services of Metropolitan Detroit on eleven indices, five of economic level and six of community problems (Norton and Smock, 1955). Ratings of economic level are based on average income of families and unrelated persons, average value of homes, average monthly rent, number of managerial and professional workers, and number of laborers and service workers. Ratings of community problems are based on dependency and unemployment as shown by numbers receiving Aid to Dependent Children and Old Age Assistance allowances, and number unemployed; and on mortality and housing conditions as shown by the tuberculosis death rate, homes in poor condition, and overcrowded homes.

The mean values of these ratings were determined for each subcommunity, rank ordered, and divided into quintiles; Quintile 1 indicating the highest, and Quintile 5, the lowest incidence of social and economic problems. The sample distributions according to these quintiles are shown in Table 4.

When the subgroup data given in the preceding table are combined and reported as percentages, the distribution is as shown in Table 5.

It will be noted that the percentages of the WCTS and DSC samples drawn from the various socioeconomic levels agree very closely. This would indicate a considerable degree of similarity of background for the two groups, although each is representative of its own population, and no attempt was made to match on this variable.

The very slight differences between the DSC and DRG samples, which were matched, may be accounted for by a few cases who lived near the boundary of a subcommunity with one rating, but

TABLE 4

NUMBER OF CASES DRAWN FROM VARIOUS SUBCOMMUNITY QUINTILE LEVELS—BY GROUPS AND SUBGROUPS

Subgroups	Quintile					Not Re-ported	Totals
	1	2	3	4	5		
			WCTS				
White male . . .	27	15	23	17	2	9	93
Negro male. . .	27	6	1				34
White female . .	13	10	11	7	2	3	46
Negro female .	23	3	1				27
			DSC				
White male . . .	22	22	19	12	8		83
Negro male. . .	40	7	4	1			52
White female . .	10	11	8	6	1		36
Negro female .	22	5	2				29
			DRG				
White male . . .	10	11	8	6	6		41
Negro male. . .	18	7	1				26
White female . .	5	6	5	1	1		18
Negro female .	11	1	3				15
Totals	228	104	86	50	20	12	500

TABLE 5

NUMBER AND PERCENT OF CASES FROM EACH SAMPLE DRAWN FROM VARIOUS SUBCOMMUNITY QUINTILE LEVELS

Quintile	WCTS		DSC		DRG	
	No.	Pct.[a]	No.	Pct.	No.	Pct.
1	90	47.9	94	47.0	51	51
2	34	18.1	45	22.5	23	23
3	36	19.1	33	16.5	15	15
4	24	12.8	19	9.5	6	6
5	4	2.1	9	4.5	5	5
Not reported	12		0		0	
Totals	200	100.0	200	100.0	100	100

[a] Percentages in this column are based on the number of cases reported.

attended school in an adjacent subcommunity having a different rating.

In conclusion, we may reasonably assume that the three groups drawn, while varying to a minor degree as to race and sex distribution (the WCTS group), have very similar social backgrounds and have been about equally exposed to whatever neighborhood cultural factors were present. The average group was selected in such a way that it would represent the "average" nonretarded of the same sex and color in the retardeds' neighborhood, and was not forced into a distribution on other characteristics that would destroy its averageness.

Gathering of data

Data were obtained on six major protocols as follows:

Social adequacy interview form.—This form is hereafter known as the Survey Questionnaire (SQ). The Survey Questionnaire[1] was designed to gather outcome information concerning the subject's vocational success; money-handling; home management, especially in the case of girls; parental, neighborhood, and community relationships; ability to conform to the law; and military status. It was administered by teachers of the mentally retarded, or by school administrative personnel and psychologists acquainted in this field. All the interviewing personnel had had years of experience in making home calls on parents of retarded children.

The general setting under which the interview was held was established upon two main points. First, it was explained to the parents that as their child had now been out of the program for several years, they should be able to express an opinion, based upon experience, as to the parts of the program that had been most helpful.

---

[1] See Appendix, p. 471.

Second, it was explained that an analysis of all the adjustment data gathered, showing as it would the problems, mistakes, and successes of five hundred young people, would help the schools in their continuing efforts to revise and strengthen their special education programs.

Many of the topics touched upon in the interview were the same as the parents had discussed with teachers while their child was in school, and it is believed that the atmosphere was not too much different in this instance than in these earlier visits. Each interviewer was supplied with the name of the child's last teacher in the special program, and often could speak of that teacher during the interview as a personal friend or acquaintance. In fact, in many instances, the interviewers were calling upon parents whom they had known from earlier years, when they had had the subject in their own classes.

Parents of nonretarded children were told of the need for comparative data, and willingly cooperated.[1]

School history record form.—This form is hereafter known as The Developmental Record (DR). One of the major purposes of this project was to explore the developmental history and environmental situation of the retarded to such a degree as to isolate factors or combinations of factors which had a demonstrable relationship to later social and vocational adequacy.

---

[1] It is expected that the home of each child in the special program will be visited by a teacher at least once each year.

Accordingly, in this phase of the study, data-gathering was centered on eight main factors in the subject's preoutcome life: (a) intelligence, (b) physical health, (c) time entered and spent in special programs, (d) home environment, (e) family characteristics, (f) behavioral history, (g) general school achievement, and (h) manual achievement (industrial arts, etc.), each of which were assumed would be related to outcome. Family origins and continuity were also investigated. Clinical records[1] were reviewed, and types of entries relating to any of the above factors were classified and listed.

Final selection of items for inclusion in the data forms was made, and they were classified according to whether they required only transposition of discrete items from the case history to the study protocol (e.g., copying achievement test results, or days absent per term) or whether a judgmental decision or background information was required (e.g., "subject shows tendencies toward intrapunitiveness," or "subject hyperactive, restless"). Items which required direct copying only were placed in forms[2] which were filled in by clerical personnel. Items requiring any degree of evaluation or judgment, together with items which required reading anecdotal accounts or other nonstraight copying techniques to secure the information desired, were placed in a second form.[1] Psychologists were instructed in the use of this form, and after reaching an acceptable level of rater agreement,[2] filled them in from the clinic file data.

---

[1] For a discussion of the records available at the Detroit Public Schools Psychological Clinic and the WCTS, see Appendix, p. 475.

[2] Forms A and B in Appendix, pp. 506–9.

2

For the Detroit comparison group the only available cumulative record data were those maintained on the Detroit Public High Schools Permanent Record Card, or from an equivalent source if the subject attended a parochial school of did not go beyond the eighth grade in the Detroit system. These data were secured from the individual Detroit public high schools by staff personnel, and by transcript requests from other schools.

Data were collected on over one hundred items in each child's developmental history. These were used, as seemed indicated, in (a) investigation of group differences, (b) determination of interrelationships between measures, and (c) clinical descriptions of individual cases.

<ins>Police record data forms</ins>.—Data on offenses against the law were obtained from local police records in Detroit and neighboring cities, from the Michigan State Police headquarters in East Lansing, and police officials in other states in which subjects had lived. Records of prison sentences served were received from the Department of Corrections of the state of Michigan, and from specific penitentiaries or penal authorities in other states.

---

[1] Forms C and D in Appendix, pp. 510–16.

[2] See Appendix, p. 517, for data on rater agreement.

Juvenile offenses were compiled through a search by project personnel of the Detroit Police Department Youth Bureau and Women's Division Records and the records of the Wayne County Juvenile Court. Local non-Detroit police departments cooperated, as did the Michigan State Police, by furnishing the records—if they existed—of any offenses committed by subjects who had lived in areas under their jurisdiction.

Records of adult offenses were furnished by the Identification Bureau of the Detroit Police Department, by the Michigan State Police, and by local non-Detroit and out-of-state departments.

Records of confinements came from various sources: the parents during interview, notations on Detroit or state police record sheets, or filed letters of inquiry received by the Psychological Clinic or Training School from penal authorities in other areas.

All such records were verified, and reason for commitment, duration of sentence, and conditions of release obtained.

A note on the number of items included in the developmental record and survey questionnaire forms.—It will be noted—particularly in the developmental record and survey questionnaire forms, and no doubt in the police record searches—that a plethora of data was secured.

Several factors contributed to this situation. First, the desire was to measure aspects of each child's preoutcome history in order to see whether there were relationships between these early factors and later life adjustment as indicated by vocational, personal, and community adequacy.

But what variables in the life history of the child should be measured, and which not measured? For example, is hostility toward authority figures a behavioral trait which should be itemized? Does it show a relationship to later outcome? Is the child who shows such hostility (but not to a degree that requires his being placed in a special class for such types) just an aggressive child going through a developmental phase which he will outgrow, or is this the incipience of behavior which will come to fruition in disregard of law and job performance standards in early adulthood?

Again, if it is desired to predict the future adjustment of a confirmed juvenile offender, should the number of his offenses or their severity be considered of more importance?

Determination of the differing relevance to outcome of such variables as these was one of the major purposes. Therefore, many measures in an area were sometimes used, and selection of the most reliable or predictive measure was made after review of distributions and other analyses.

Second, much the same problem arises in a consideration of vocational adjustment, as measured on the survey questionnaire. The problem is simple if the individual has worked a majority of the time at a clearly definable job. But many of the subjects had held a regular competitive job for but a few weeks or months since leaving the special class, or had never held such a job, yet they had to be unqualifiedly rated as vocationally well adjusted. Some had returned to a regular grade, or pursued the special program until over seventeen years of age, and after a few weeks of vacation or job-seeking, entered the armed forces and functioned acceptably. All details of time use, and the effectiveness of its use, had to be known before a rating of the vocational adequacy of any subject could reasonably be made.

A third cause for lengthening of the form was the desire to touch upon as many items of information as seemed possible, in a search for areas which would seem to be fruitful fields for further study. Thus, it was never assumed that each item, either alone or in combination with others, would necessarily be of value in the study. Rather, it was held to be appropriate, in a frankly exploratory study such as this one, to include items—even some of doubted validity, to test their possible significance in relation to outcome, and to be able to uphold or reject their applicability on the basis of data rather than conjecture.

A final cause for lengthening of the form, and the inclusion of items of doubtful validity, was the fact that one of the aims of the project was to evaluate the worth of record items and to suggest deletion or additions as indicated.

Registration and reply forms.—The names of all subjects were submitted to the Detroit Department of Public Welfare Registration Service, which maintains the central registry for social agencies in this area.

Information was received[1] on social agency contacts of the subjects, their parents, siblings, wives or husbands of the subjects, and further marriages of the parents. The records of this agency, and of those to whom they referred us, proved invaluable in establishing contact with many families which we might otherwise never have located.

---

[1] See the Appendix, page 492, for Registration and Reply Form supplied by the Detroit Department of Public Welfare.

Employer record questionnaire.—A brief questionnaire[1] was mailed to employers requesting information on a sample of 366 jobs which our male subjects had held. Items of information requested were: date the subject was hired, name of job held, names of other jobs held if the subject was upgraded, wage earned, whether the subject was still employed, and if not, reason for leaving. Replies were received on 280 jobs (76 percent).

Similar requests were made on 98 jobs held by girls in our study, and 72 replies were received (73 percent).

Armed service record questionnaire.—The names of all males in the study were submitted to the Michigan State Selective Service headquarters for information on serial numbers and branch of service entered for all boys who had entered the armed forces. Some boys entered the service from other states, and in these cases, the parents furnished the information necessary for identification.[2] A questionnaire[3] was drafted, with the aid of both Detroit and state selective service headquarters personnel, and submitted to the various branches of the armed services. Data were requested on length of service, highest rating attained, honors received, disciplinary action required, character and proficiency ratings, and type of discharge. All branches of the service cooperated in securing and forwarding data.

---

[1] See Appendix, page 527, for a copy of the questionnaire employed.

[2] In a few cases of out-of-state entries the interviewee was unable to furnish a serial number, or the one furnished was in error. In these cases, the armed services rendered exemplary service in tracing subjects.

[3] See Appendix, page 528.

Treatment of data

Data received on the above protocols were tabulated and frequency distributions made. Measures of central tendency were obtained and where indicated, measures of significance of difference[1] between subgroups were computed on selected items. Relative adequacy of post-school achievement was established on the basis of criteria appropriate to the areas of vocational, legal, and general social adjustment.

For two subgroups, intercorrelations among selected developmental record and outcome measures were computed, and the resulting correlation matrices were factor analyzed. These data are reported in the body of the report, Chapters II through VI.

Implications and conclusions

Following the chapters which deal primarily with the presentation of data, Chapter VII is devoted to an exposition of the implications of the data, and recommendations are made as to changes or additions to present programs.

The directions in which present services should be expanded, and the areas in which new services should be developed, are discussed. Implications for institutional and public school policies and programs are indicated.

In conclusion, the investigators wish to state that the programs at the institutions studied have been carried on at a high level of excellence. However, it is their further belief that the data of the study indicate that staff and resources have been inadequate to meet the known needs of retarded children. They maintain that it is only enlightened self-interest for communities to provide, through their schools, diagnostic clinics, rehabilitation centers, half-way houses, and other institutions, corrective, educational, and training programs which will more nearly fulfill the objective previously stated—"to teach (the retarded child) to use all of his capacities, to teach him to become a useful and contented member of the social group."

---

[1] Unless otherwise indicated, chi-square was used in all tests of significance of difference.

Almost without exception, retarded children have this capacity, and without exception, communities in the United States have the ability and resources to so educate, train, and habilitate.

Summary

Data were secured on the obtained samples in this study by personal interview with the subject or related persons having knowledge of the subject, by a detailed study of clinic records available on the retarded groups, and by obtaining information from the files of local and state police departments, juvenile and other courts, the social agency clearing center, armed forces and penal institutions, and from employers.

From the data obtained, the samples are described in terms of developmental history and outcome. Where indicated, comparisons were made between samples and between subgroups within samples. Finally, relationships between developmental history and outcome are presented, together with the supporting data, and suggested recommendations for improved programs and services are given.

CHAPTER II

DEVELOPMENTAL RECORD DATA

Introduction

Extensive data on the background and behavior of the retarded subjects in this study were obtained in order that developmental history factors or combinations of factors might be related to outcome. Relationships between selected developmental and outcome variables were studied by correlational procedures and by case study methods where appropriate. These are reported in later chapters.

Data for both groups were obtained on (a) age and time factors, (b) intelligence levels, (c) academic achievement, (d) family origin, (e) family continuity and discontinuity, (f) family characteristics, (g) home environment, (h) subject behavior, and (i) juvenile offenses. In addition, ratings in manual arts and shop achievement and in personality were obtained on the DSC group. An analysis of uncorrected physical defects among the DSC subjects was made and related to interviewee statements concerning physical problems that had caused the subjects difficulty in getting or holding jobs.

Additional data on the WCTS group in respect to performance test scores and data on school attainments of the DRG group were also obtained.

Age and Time Factors—Detroit Special Classes

Age and time factors as they relate to the Detroit special class sample will be discussed under the headings of (a) age first referred for individual testing, (b) age first entered special class, (c) months placement delay, (d) school terms in special class, and (e) age and reason last left special class.

Age first referred for individual testing

The majority of the children in the study had been referred for individual testing and possible special class placement by sometime in their tenth year. As may be noted from Table 6, three were referred while still only five years of age, and forty-nine while they were six or seven. Ages seven and ten were the peak years for referral, followed closely by referrals of children during their eleventh year.

Age first entered special class

Table 7 shows the distribution of ages of the subjects at entry into a special class.

The mean age at entry was 137.5 months, or approximately eleven and one-half years.

The elapsed time between recommendation for special testing and actual placement in special classes was occasioned chiefly by delays involved in the scheduling of a limited staff of testers into the more than two hundred schools involved, and by delays in finding suitable class placement after a child had been tested and recommended. Occasionally, also, a child would not be recommended for special class placement when first tested, but might be so

TABLE 6

AGE OF DSC SUBJECTS WHEN FIRST REFERRED FOR INDIVIDUAL TESTING

Age[a]	Number Referred
Five	3
Six	21
Seven	28
Eight	19
Nine	22
Ten	28
Eleven	26
Twelve	14
Thirteen	19
Fourteen	16
Fifteen	2
Not reported	2
Total	200

[a] Mean age at referral (in months) = 121.9.

TABLE 7

AGE AT FIRST ENTRY INTO SPECIAL CLASS

Age[a]	Number Entered
Seven	24
Eight	16
Nine	19
Ten	20
Eleven	28
Twelve	33
Thirteen	23
Fourteen	25
Fifteen	12
Total	200

[a] Mean age at entry (in months) = 137.5.

recommended at a later time, after further trial in the regular class had conclusively demonstrated a need for special training and facilities.

The mean age of actual placement varied somewhat with race and sex, as follows: WM, 133.2; NM, 144.4; WF, 140.9, and NF, 133.0.[1] No recognizable forces entered into these differences. Placement was dependent upon several factors, chief of which was position upon a waiting list for the particular school or class which served the area within which the child lived. Each such district was as logically constituted geographically as possible, taking into consideration major traffic routes and hazards, transportation facilities, and population densities in relation to the number of special classes available. Except in extreme cases of need, individuals were placed in their turn, as openings occurred.

Months placement delay

Table 8 shows the length of time which elapsed between first referral for special testing, and first placement in a special class.

The first interval in the table corresponds to one semester, and shows that sixty-two individuals were placed within this time. Over one-half of the sample was placed within one year of the time of first referral. Many of the other individuals were not immediately recommended for the special classes, but were finally so recommended after failure during further trials in the regular grade.

Some idea of the magnitude of the problem of early identification and placement of the retarded child may be gained from Table 9,

---

[1] "WM" = white male, "NM" = Negro male, "WF" = white female, and "NF" = Negro female.

TABLE 8

MONTHS ELAPSED BETWEEN FIRST REFERRAL FOR SPECIAL TESTING AND PLACEMENT IN A SPECIAL CLASS

Months Elapsed	Number Placed
Zero to five	62
Six to eleven	58
Twelve to seventeen	21
Eighteen to twenty-three	27
Twenty-four to thirty-five	9
Thirty-six to forty-seven	10
Forty-eight to fifty-nine	4
Sixty to seventy-one	4
Seventy-two to eighty-three	3
Not reported	2
Total	200

TABLE 9

NUMBER OF DSC SUBJECTS REPEATING TERMS IN DETROIT REGULAR GRADE CLASSES BEFORE BEING PLACED IN SPECIAL CLASSES, ACCORDING TO NUMBER OF TIMES ANY TERM WAS REPEATED

Grade Level	Times Repeated					
	1	2	3	4	5	6
K	63	14	3	1		
B_1	46	33	13	4	3	1
A_1	40	10	8	2		
B_2	35	7	3	1		
A_2	11	7	2			
B_3	23	4	3			
A_3	18	5				
B_4	13	4	3			
A_4	15	2	1			
B_5	1	5				
A_5	3	2				
B_6	2	3				
A_6	2	3				
B_7	2	1				

which shows the number of DSC subjects who repeated semesters while in Detroit regular grade classes, and the number of times a semester was repeated. No attempt was made to include data for non-Detroit schooling, so these data are only indications of the total problem. From the table it may be noted that sixty-three subjects repeated kindergarten once and fourteen repeated kindergarten twice. More pertinent, perhaps, are the data for grade one. Forty-six persons repeated the first half of this grade once; thirty three, twice; thirteen, three times; and one individual repeated the grade six times. In other words, this child spent three and one-half years in the first half of the first grade.

School terms in special class

Subjects in the sample remained in special classes for periods ranging from less than one semester to a maximum of twenty-five semesters, or over twelve years.[1]

Table 10 shows the distribution by school term (five months each) spent in special class.

The largest number of cases (forty) left during or at the close of their second year in special class, and over one-half of the total group had left by the end of the third year.

Age and reason left special class

Age of leaving was generally sixteen, although 13 percent remained into their seventeenth year, and 8.5 percent, into their eighteenth or nineteenth years.

---

[1] This subject had an initial Binet of 64, a final Binet of 63, sixth nerve involvement, speech defect, very poor coordination, left eye 20/40 not improved by glasses, right eye light perception only. Left special class at age nineteen years ten months.

TABLE 10

SCHOOL TERMS IN SPECIAL CLASS TRAINING—DSC SUBJECTS

Number of Terms	White Male	Negro Male	White Female	Negro Female	Totals
Less than 1	2	1	1	1	5
1–2	12	8	8	3	31
3–4	20	6	10	4	40
5–6	9	10	6	2	27
7–8	8	9	4	6	27
9–10	4	5	2	5	16
11–12	9	4	0	2	15
13–14	8	3	0	3	14
15–16	3	4	4	1	12
17–18	6	2	0	1	9
19–26	2	0	1	1	4
Totals	83	52	36	29	200
Means	8.0	7.6	6.3	8.6	7.5
Median					5.4

Reasons for leaving were as shown in Table 11. The overage group includes the large number that ended their education at the close of the semester first following their sixteenth birthday, often at formal graduation exercises held for them in their respective schools.

Age and Time Factors—Wayne County Training School

Age and time factors, as they relate to WCTS trainees, will be discussed under the headings of (a) age of entry into the Training School; (b) length of residence; (c) age at first leaving; (d) length of time in the community under Social Service Department supervision, or not under supervision but under the legal responsibility and authority of the Training School; and finally, (e) the age of formal release.

Age at admission

While low intelligence is one of the specific requirements for admission to the Training School, there are usually other factors at work in the background of each case. The home may be inadequate, and in some cases, nonexistent. The child may have shown behavior characteristics in the home, neighborhood, or school which indicate the need for closer supervision. Failure in regular grades, and often in special classes, is present.

As specific situations which finally culminate in commitment to the Training School often do not develop until sometime after a considerable measure of retardation has been diagnosed, and other actions taken, it may be expected that admissions will occur at a somewhat later period, in general, than do those into the special

TABLE 11

REASONS FOR LEAVING DETROIT SPECIAL CLASSES[a]

Reason	No. of Cases
Overage	103
Moved away from Detroit	31
To institution for mentally retarded	17
To regular classes	12
Excluded by Psychological Clinic	7
To pretrade or building-trade classes	6
To parochial schools	5
To correctional schools	4
Moved, can't locate	3
Doctor's certificate	3
Married	2
Deceased	1
Jurisdiction of Court	1
Incarcerated	1
Missing	1
Released, needed at home	1
To other special class	1
To mental hospital	1
Total	200

[a] This includes all graduates of the Special B, Special Preparatory, and Special Trade classes.

class. Table 12 shows that the mean admission age at the Training School was 147.1 months. The white boys entered somewhat earlier than the other sex-race subgroups, and the Negro girls were the oldest at admission.

As was indicated on page 37, the mean age at entry into the Detroit special classes was 137.5 months, or approximately ten months earlier than was indicated here for Training School entry.

Effective residence time (length of residence)

Effective residence time is defined here to mean the total time the child was actually present and in residence at the Training School except for short authorized visits to his home. Time the child was gone because of truancies or hospitalization off the Training School grounds was not counted as effective residence time.

So stipulated, effective residence time for the sample cases studied is presented in Table 13.

As might be expected from their higher age at entry, Negro girls spent the shortest time in actual effective residence. The mean effective residence time of the Negro boys was next in length; again, at least in part, a probable reflection of their greater age at entry. This relatively shorter stay is also a reflection to some extent of the greater ease with which Negroes may be placed in the community.

Age first left training school

Age first left the Training School is simply defined as that age at which the child's initial re-entry into the community was made.

TABLE 12

AGE AT ADMISSION TO WCTS

Age (months)	White Male	Negro Male	White Female	Negro Female	Totals
84–95	2	1	1	1	5
96–107........	7	0	5	1	13
108–119	10	2	2	1	15
120–131	13	3	6	1	23
132–143	14	6	4	2	26
144–155	12	7	8	4	31
156–167	15	8	6	6	35
168–179	14	3	9	8	34
180–191	6	4	5	3	18
Totals	93	34	46	27	200
Means	143.2	151.3	147.1	155.5	147.1
Median					150.3

TABLE 13

EFFECTIVE RESIDENCE TIME IN WCTS

Residence Time (months)	White Male	Negro Male	White Female	Negro Female	Totals
1–11.9	5			3	8
12–23.9	16	7	6	6	35
24–35.9	17	11	10	7	45
36–47.9	8	2	5	3	18
48–59.9	10	6	6	2	24
60–71.9	11[a]	3	5	2	21
72–83.9	7	3	3		13
84–95.9	4	1	3	1	9
96–107.9	3[b]	1	3[b]		7
108–119.9	3		1	2[b]	6
120–131.9	5[c]		2	1[b]	8
132–143.9	3[d]				3
144–155.9			1[b]		1
156–167.9	1[b]		1		2
Totals	93	34	46	27	200
Means	54.6	43.6	59.6	42.2	52.2
Median					43.9

[a] Two individuals still in the training school at the time of the study. See page 50 for some descriptive data on these individuals.

[b] One individual still in the training school.

[c] Four individuals still in the training school.

[d] Three individuals still in the training school.

It might mean placement in his own home, that of relatives or foster parents, a boarding home, or a "living-in" job assignment.

It will be noted that fifteen subjects were still in residence at the Training School at the time of study. Eleven of these cases had never left since their admission, while four had had some community contact, but returned for further training. Typical examples of cases who remained in the Training School are given below.

1. Last WCTS IQ—41.[1] Voluntary commitment by parents. Parents aware of the advantages girl has at Training School and want her to continue training as long as there is more improvement. In addition, the parents prefer not to have girl in home with her normal younger brother. Social worker note: "Home suitable, but personalities of girl and mother clash seriously." Girl a custodial case, requiring constant care and supervision.
2. Last WCTS IQ—44. Commitment as result of recommendation from Detroit Public Schools Psychological Clinic. Mother initiated placement outside parental home. Parents believe boy's presence would be disruptive to smaller children in family. Mother fears neighbors' prejudices should boy return home. Supervisors of Training School job assignments unable to recommend boy as promising community prospect. After mother's death, placement with father alone considered impossible.
3. Last WCTS IQ—78. Both parents deceased. Children's Center of Metropolitan Detroit requested commitment. Action initiated by older brother of boy, with whom boy was living. Mother had been overprotective—brother realizes boy should have had help years ago. Since the boy was not admitted to WCTS until he was age fifteen, it was felt that he could benefit greatly from the Training School program over a number of years. His brother and sister-in-law are interested in the boy, but unable to keep

---

[1] Score received on last Binet intelligence test administered while the subject was in residence.

him in their home with their small children; also financial problem since boy not able to perform work. In addition to being retarded, this boy physically handicapped and not suited for Training School job placements.

4. Last WCTS IQ—57. Commitment requested by Detroit Public Schools Psychological Clinic; initiated by mother who was much concerned over girl's desire to be with and attract boys and feared future misbehavior. (Girl was treated for venereal disease at one time—mother states contracted from father—common-law marriage with mother.)

Many more left in their sixteenth year than in any other, a fact which is emphasized by presenting this age alone as one interval in the distribution on age of leaving (see Table 14).

Reasons for leaving in the earlier years (the thirteen cases who left prior to age fourteen) were investigated. In four cases it was found that the parents had moved, either out of the state, or to a home setting in which the child could function adequately. In two cases the child was returned to parents who had been very uncooperative and hostile to the Training School program. In one case no reason was given, and the others left for the following reasons: to Juvenile Court, wanted at home, to another school, and "not feeble-minded."

As might be expected in an open residence institution, there was some truancy, though it never amounted to a severe problem. There were thirty-three recorded cases in the sample of two hundred, distributed as shown in Table 15.

As may be noted from the table, eighteen of the thirty-three truancies were for periods of less than two months. The total truancies, however, accounted for a gross number of some 2,700 days absent without permission. These days were subtracted from

TABLE 14

AGE FIRST LEFT WCTS

Age of Leaving (years)	White Male	Negro Male	White Female	Negro Female	Totals
Seven					0
Eight–nine	2				2
Ten–eleven	4				4
Twelve–thirteen	4	2	1		7
Fourteen-fifteen	17	3	4	7	31
Sixteen	42	25	19	13	99
Seventeen–eighteen	11	4	18	6	39
Nineteen–twenty	4		1		5
Twenty-one	1		1		2
Never left	8		2	1	11
Totals	93	34	46	27	200

TABLE 15

DURATION OF TRUANCIES DURING WCTS COMMITMENT[a]

Months Truant	White Male		Negro Male		White Female		Negro Female		Totals
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
0.1–0.9 . .	7		3		2				12
1.0–1.9 . .	2		3				1		6
2.0–2.9 . .			3				1		4
3.0–3.9 . .									0
4.0–4.9 . .	1		1		1				3
5.0–5.9 . .	1				1		1		3
6.0–6.9 . .			2				1		3
7.0–7.9 . .					1				1
8.0–8.9 . .			1						1
Total truant . .	11	11.8	13	38.2	5	10.9	4	14.8	33
Never truant . .	82	88.2	21	61.8	41	89.1	23	85.2	167
Totals . .	93	100.0	34	100.0	46	100.0	27	100.0	200

[a] Truancies of less than one week were not recorded.

the period from entry to first left for each individual, and so are not considered as residence time in Table 13.

Twenty-five cases were hospitalized off the grounds (usually at the University Hospital, University of Michigan, Ann Arbor). Twenty-one of these hospitalizations were for periods of less than one month. Three girls were hospitalized for periods of somewhat over one month, four months, and eleven months, respectively. One boy was hospitalized for seven months. This time also was not considered as effective residence time as entered in Table 13.

Supervised community follow-up of WCTS group

Supervision by the Social Service Department during the early years of a child's return to the community is considered an important part of the total training program of the WCTS, but it was very difficult from the records available to develop any measure of the intensity of the supervision or of its significance for the adjustment of any individual child. However, some idea of the extent of this service can be obtained from a knowledge of the number of children who received supervision and the length of time they were supervised. These data are presented in Table 16.

It can be seen that the category "two years or more" of supervision is modal for all subgroups. However, a large number of cases had never been on supervised status. This was particularly true for the males. The white female group appeared to have been supervised most consistently.

There was a wide variety of reasons why supervision did not occur, the most common being placement of the child with parents who left the area, and lack of cooperation from the child and the family.

TABLE 16

NUMBER OF WCTS CASES ON SUPERVISED STATUS IN THE COMMUNITY, ACCORDING TO LENGTH OF SUPERVISION

Amount of Supervision in Community	White Male	Negro Male	White Female	Negro Female	Totals	Pct. of Total
Less than two years[a]	19	2	10	5	36	18.0
Two years or more	36	19	27	13	95	47.5
Never on supervised status	30	13	7	8	58	29.0
Never in community . . .	8		2	1	11	5.5
Totals	93	34	46	27	200	100.0

[a] Two cases in this category were still on supervised status at the time of the study. Three more cases had been returned to WCTS and continued in residence there.

Discharge from WCTS

Children remain a responsibility of the WCTS until they are officially discharged. Most frequently, discharge occurs when, after a period of supervised community experience, the staff determines that the individual has shown the capacity to manage his affairs adequately, or will be in a setting which offers satisfactory supervision. However, discharge may occur for a variety of reasons: the subject may move out of state, commit an offense and be sentenced to prison, marry, et cetera.

As a consequence, discharges in the sample group occurred at a wide variety of ages. The distribution of age at discharge for the various subgroups is presented in Table 17.

It will be observed that thirty cases, or 15 percent of the total, were still a responsibility of WCTS at the time of the study. The modal discharge age for all groups was nineteen years. This resulted from the WCTS practice of seeking community placement for children after their sixteenth birthday and continuing supervision for a three-year period.

It is of interest to note that a larger proportion of the Negro groups, as compared to the white groups, were discharged at nineteen, as opposed to all other ages. A chi-square test of this difference between the two racial groups in regard to whether they were discharged at nineteen, or at some other age (including those not yet discharged), was significant at the .05 level.

Intelligence Levels of Obtained Samples

Scores from individually administered tests, primarily the Detroit Tests of Learning Aptitude (DLA), were available

TABLE 17

NUMBER OF CASES DISCHARGED FROM WCTS, ACCORDING TO AGE AT DISCHARGE

Age at Discharge	White Male	Negro Male	White Female	Negro Female	Totals	Pct. of Total
Below twelve .	1				1	0.5
Twelve	3				3	1.5
Thirteen	4	1			5	2.5
Fourteen	5			1	6	3.0
Fifteen	4		1	2	7	3.5
Sixteen	7	3	2	3	15	7.5
Seventeen ...	11	3	3	3	20	10.0
Eighteen	10	8	6	4	28	14.0
Nineteen	22	17	13	8	60	30.0
Twenty	8	2	10	2	22	11.0
Twenty-one ..	1		2		3	1.5
Not discharged	17		9	4	30	15.0
Totals	93	34	46	27	200	100.0
Mean ages[a] ..	17.6	18.6	19.2	18.2	18.4	
Median[a]					19.3	

[a] Mean age was calculated without including those "not discharged." The median, however, is based on the total group; a meaningful procedure with a truncated distribution of this type.

for the retarded groups, and are reported in Tables 18 and 19.

A comparison of the two groups on intelligence shows but little difference. The median scores of the two groups were 68.2 and 68.8; the modes for individual subgroups were within the 65–74 range, and for all subgroups combined, the mode was in the 70–74 range. It will be observed that a greater proportion of the WCTS cases had IQ's at the extremes of the distribution—above 75 and below 60. This is presumably a reflection of two factors, first, the tendency to admit some of the extremely low cases into the WCTS due to the belief that if they have any potential whatever for later effective community adjustment, a full-time residence program will cause its fullest development, and second, the tendency to accept somewhat more intelligent cases than the average if they have proved to be community problems, or if various circumstances such as family breakdown and the absence of suitable boarding homes have rendered their stay in the community untenable.

While, as noted earlier, most of the scores given in the two preceding tables were those derived from the DLA, a Revised Stanford-Binet Test of Intelligence was administered within three months after admission to each entrant into the Training School. These scores for the sample group are presented in Table 20.

The mean gain from preadmission to postadmission on testing was 4.2 IQ points. The question arises as to whether this gain occurred primarily within the group that had previously received the DLA test and is, hence, a function of differences between the DLA and Binet tests, or whether it occurred for the entire group, and thus may be regarded as related to situational or other factors.

TABLE 18

LAST DLA SCORES OF SAMPLE SUBJECTS PRIOR TO ADMITTANCE TO DETROIT SPECIAL CLASSES

Score	White Male	Negro Male	White Female	Negro Female	Totals	Pct. of Total
Above 84	1				1	0.5
80–84		1	1		2	1.0
75–79	7	5	6	2	20	10.0
70–74	33	17	10	5	65	32.5
65–69	25	10	15	11	61	30.5
60–64	10	9	2	8	29	14.5
55–59	5	9	1	2	17	8.5
50–54	2	1	1		4	2.0
Below 50				1	1	0.5
Totals	83	52	36	29	200	100.0
Means	68.6	67.0	69.5	65.6	67.9	
Median					68.2	

TABLE 19

LAST REPORTED INTELLIGENCE SCORES OF SAMPLE SUBJECTS PRIOR TO ADMISSION TO THE WCTS[a]

Score	White Male	Negro Male	White Female	Negro Female	Totals	Pct. of Total[b]
Above 84	5	1		1	7	3.5
80–84	6	3		1	10	5.1
75–79	16	5	7	1	29	14.6
70–74	19	10	15	7	51	25.8
65–69	21	9	4	5	39	19.7
60–64	14	5	5	6	30	15.1
55–59	7	1	10	1	19	9.6
50–54	3		3	4	10	5.1
Below 50	2		1		3	1.5
Not reported. .			1	1	2	
Totals	93	34	46	27	200	100.0
Means	69.6	70.4	65.9	66.0	68.4	
Median					68.8	

[a] One hundred fifteen scores were derived from the DLA, and sixty-three from the Binet. In the remaining twenty-two cases other tests were administered or the data were not available.

[b] Based on the number of cases (198) reported.

TABLE 20

BINET IQ SCORES EARNED ON FIRST TEST AFTER ADMISSION TO WCTS

Score	White Male	Negro Male	White Female	Negro Female	Totals	Pct. of Total[a]
Above 94	4				4	2.0
90–94	4	1			5	2.5
85–89	15	3	2	2	22	11.2
80–84	13	4	6	5	28	14.2
75–79	15	10	8	3	36	18.3
70–74	13	6	4	4	27	13.7
65–69	9	8	6	3	26	13.2
60–64	8	2	6	5	21	10.7
55–59	4		5		9	4.6
50–54	4		8	3	15	7.6
Below 50	3		1		4	2.0
Not reported .	1			2	3	
Totals	93	34	46	27	200	100.0
Means	74.9	75.2	67.5	70.1	72.6	
Median					73.8	

[a] Percentages based on number reported (197 of 200 cases).

To answer this question, means gains were calculated separately with the following results: the mean gain for the group receiving the DLA test prior to admission was 4.63 IQ points; and for the group receiving the Binet, it was 2.98 IQ points. Both gains were determined to be significant beyond the .01 level on the basis of t tests. However, there was no statistical significance found in the difference between the means gains. This suggests that the gain shown on the first postadmission IQ for the Wayne County Training School group cannot be explained entirely by differences between the Binet and the DLA tests. What the factors may be that caused this gain were not immediately apparent.

The last DLA scores of the Detroit Special Class children prior to their leaving these classes are given in Table 21. There was a slight lowering of IQ from the first to the last test in all groups; less than one IQ point in all groups except the Negro girls, where it was two points. The difference in the total group means on the two tests was .9.

Comparable data showing the last IQ scores for the WCTS individuals are shown in Table 22. There was a small gain in IQ scores for three of the four groups, and the group mean increased from 72.6 to 74.7, for a gain of 2.1 IQ points.

Scores resulting from the administration of individual tests were not available for the normal group subjects. However, group test letter ratings of C-, C, or C+, equivalent to IQ scores in the middle range (middle 60 percent) of the Detroit general school population, were required for inclusion in the sample.

In keeping with the desire to obtain complete randomness in the selection of the sample, apart from the variables mentioned earlier, no controls were exercised as to the number of persons

TABLE 21

LAST DLA SCORES OF SAMPLE SUBJECTS PRIOR TO LEAVING DETROIT SPECIAL CLASSES

Score	White Male	Negro Male	White Female	Negro Female	Totals	Pct. of Total
Above 84	2		1		3	1.5
80–84	1	1	3		5	2.5
75–79	7	4	7	1	19	9.5
70–74	24	15	6	4	49	24.5
65–69	24	11	11	7	53	26.5
60–64	15	10	5	11	41	20.5
55–59	6	10	1	4	21	10.5
50–54	3	1	1	1	6	3.0
Below 50	1		1	1	3	1.5
Totals	83	52	36	29	200	100.0
Means	67.7	66.3	69.1	63.6	67.0	
Median					67.2	

TABLE 22

LAST BINET IQ SCORES OF SAMPLE SUBJECTS PRIOR TO LEAVING THE WAYNE COUNTY TRAINING SCHOOL

Score	White Male	Negro Male	White Female	Negro Female	Totals	Pct. of Total
Above 84	28	9	5	3	45	22.5
80–84	11	3	8	4	26	13.0
75–79	15	11	4	4	34	17.0
70–74	12	5	4	5	26	13.0
65–69	5	3	4	4	16	8.0
60–64	5	3	5	2	15	7.5
55–59	9		7		16	8.0
50–54	2		4	1	7	3.5
Below 50	5		5	2	12	6.0
Not reported .	1			2	3	1.5
Totals	93	34	46	27	200	100.0
Means	75.4	77.9	67.5	71.9	74.7	
Median					75.5	

obtained in any of the three levels. Table 23 shows the distribution of the cases selected.

While the term "average" is often used in speaking of this group, it should not be understood that these cases were, or necessarily represented, the individuals of average intelligence in each Detroit neighborhood. Quite the opposite is true, in fact. In some Detroit neighborhoods, the "average" intelligence is in the 80's; in others, it may be in the 110's, even 120's. Any attempt to have followed individual neighborhood intelligence characteristics in the sample selection would, had it been possible, resulted in a much wider range of scores and rendered interpretation of outcomes much more difficult.

Reading and Arithmetic Achievement—Retarded Groups

The Metropolitan Achievement Test is administered to all pupils at entry into the WCTS, and annually thereafter.

Results of entry and final tests in reading and arithmetic are reported in Table 24.

All pupils in the Detroit Special Classes were tested with either the Metropolitan or Stanford achievement tests at entry, and yearly thereafter in January or February.

Results of entry and final tests in reading and arithmetic are reported in Table 25.

Tables 26 and 27 show the grades the subjects were in when transferred to the special class and their grades in reading and arithmetic as recorded from their first achievement test.

TABLE 23

DISTRIBUTION BY LETTER RATINGS (INTELLIGENCE) OF DETROIT REGULAR CLASS SAMPLE

Letter Rating	White Male	Negro Male	White Female	Negro Female	Totals
C+	14	4	6	4	28
C	16	11	6	8	41
C-	11	11	6	3	31
Totals	41	26	18	15	100

TABLE 24

WCTS ENTRY AND FINAL METROPOLITAN ACHIEVEMENT TEST GRADE LEVELS IN READING AND ARITHMETIC

Grade Level	Reading		Arithmetic	
	Entry	Final	Entry	Final
Below norm	28	5	10	3
1.0–1.9	39	11	36	8
2.0–2.9	40	29	39	19
3.0–3.9	47	56	47	37
4.0–4.9	31	43	50	62
5.0–5.9	8	38	14	44
6.0–6.9	5	11		14
7.0–7.9	1	3	3	7
8.0–8.9				2
9.0–9.9		1		1
Not reported	1	3	1	3
Totals	200	200	200	200
Means	2.7	4.0	3.2	4.4

TABLE 25

DSC ENTRY AND FINAL ACHIEVEMENT TEST GRADE LEVELS IN READING AND ARITHMETIC

Grade Level	Reading		Arithmetic	
	Entry	Final	Entry	Final
Below norm	22	4	24	4
1.0–1.9	62	17	35	13
2.0–2.9	48	58	59	37
3.0–3.9	44	55	51	60
4.0–4.9	14	35	19	48
5.0–5.9	5	15	7	21
6.0–6.9		8	1	10
7.0–7.9	1	3		3
8.0–8.9		2		1
Not reported	4	3	4	3
Totals	200	200	200	200
Means	2.3	3.5	2.6	3.8

TABLE 26

NUMBERS OF SUBJECTS DISTRIBUTED BY READING GRADE LEVELS ATTAINED ON METROPOLITAN OR STANFORD ACHIEVEMENT TEST AT ENTRY INTO DETROIT SPECIAL CLASSES

Grade Level at Entry	Entry Grade Level Attained on Achievement Test										Total at Entry Grade Level
	Below Test Norm	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	No Data	
Kindergarten	3										3
First	17	28	5							1	51
Second . . .		15	12	3							30
Third		7	15	5							27
Fourth	1	4	11	13	2						31
Fifth		7	4	9	4	2				1	27
Sixth		1		5	4	1					11
Seventh . . .	1			6	2	2		1		1	13
Eighth			1	3	1						5
No data . . .					1					1	2
Total at each obtained grade level.	22	62	48	44	14	5		1		4	200

TABLE 27

NUMBERS OF SUBJECTS DISTRIBUTED BY ARITHMETIC GRADE LEVELS ATTAINED ON METROPOLITAN OR STANFORD ACHIEVEMENT TEST AT ENTRY INTO DETROIT SPECIAL CLASSES

Grade Level at Entry	Entry Grade Level Attained on Achievement Test										Total at Entry Grade Level
	Below Test Norm	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	No Data	
Kindergarten	3										3
First	19	26	4	1						1	51
Second . . .		7	16	7							30
Third		1	20	6							27
Fourth	1	1	9	19	1						31
Fifth			9	8	7	2				1	27
Sixth			1	4	4	2					11
Seventh . . .	1			4	4	2	1			1	13
Eighth				1	3	1					5
No data . . .				1						1	2
Total at each obtained grade level .	24	35	59	51	19	7	1			4	200

A considerable disparity between the grade level in which these cases were carried in the regular class and their ability to function is indicated.

Actually, following their placement in special classes, the subjects showed varying levels of accomplishment in these two subjects. Actual grade gain achievements should be presented in distributions in which age and grade level at entry, and length of time in the special class, are all considered. Such distributions are impossible with the number of cases here under consideration, but a reasonably accurate idea of grade gains, and one that is commensurate with the data obtained, can be secured from Table 28, for all cases in which the interval between tests was twelve months or more.

The data in this table indicate that the training school subjects made a slightly better grade gain per year. This might have been in part a function of the somewhat higher level intelligence quotients among the WCTS group, and in part a function of the relatively greater number of younger children who had not really reached an arithmetic or reading readiness level in the Detroit special class group.

Intervals between the tests used in computing average yearly gain in Table 28 varied from thirty-two cases with intervals of from twelve to twenty-three months, to fifty-three cases in which the interval was five years or longer. No intervals of less than twelve months were used.

TABLE 28

AVERAGE GRADE GAIN PER YEAR AS MEASURED BY METROPOLITAN OR STANFORD ACHIEVEMENT TESTS

Mean Yearly Grade Gain	WCTS		DSC	
	Reading	Arithmetic	Reading	Arithmetic
No gain	15	13	20	17
0.1–0.3	62	55	73	57
0.4–0.6	60	63	38	57
0.7–0.9	20	25	15	16
1.0–1.4	3	5	6	7
1.5–1.9	1		2	
Only one test, or less than twelve months between tests	39	39	46	46
Totals	200	200	200	200

School Attainment—Detroit Regular Group

While clinical data on the DRG subjects was not available, Table 29 shows their last school grade attainment.

Nineteen percent had had some college work, seven were still attending college, and 54 percent had graduated from high school. Three had moved from the city and attempts to trace their records failed.

It is worthy of note that the Negro girls showed a higher percentage of college attendance than any other group.

Detroit Special Class Handwork and Shop Achievement

All children in the Detroit Special Classes are rated, when appropriate, on a handwork and shop rating scale as shown in the Appendix, page 478.

Rating is made by placing the proper school subject initial at any point on the lines for each of the three areas. A scoring device was constructed which, when placed over the teacher ratings, allowed them to be read in terms of 1 (little) to 5 (superior) on the item in question.

Median values[1] of ratings on each item during the last half of the subject's term in special class were determined and are presented in Tables 30, 31, and 32.

---

[1] Since few scores were involved, it was considered adequate in computing medians to round to whole numbers. Thus these median scores are reported in terms of the five steps of the scoring grid.

TABLE 29

LAST SCHOOL GRADE LEVEL ATTAINMENT, DRG SUBJECTS

Status, or Last Grade Attended	White Male	Negro Male	White Female	Negro Female	Totals
College:					
Postgraduate .				1	1
Senior	2			1	3
Junior	2			1	3
Sophomore . . .	1	1	1	1	4
Freshman	4	2	1	1	8
High school:					
Graduate	14	8	8	5	35
Twelfth	1	1	1		3
Eleventh	6	2	1	3	12
Tenth	7	6	3		16
Ninth	4	5	1	1	11
Eighth		1			1
Not reported . . .			2	1	3
Totals	41	26	18	15	100

TABLE 30

MEDIAN OF ALL RATINGS IN APTITUDE DURING LAST ONE-HALF OF TIME IN DETROIT SPECIAL CLASS[a]

Median Rating	White Male		Negro Male		White Female		Negro Female	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1	4	6.1	9	18.8	3	11.5	4	16.7
2	15	22.7	16	33.3	5	19.2	8	33.3
3	31	47.0	16	33.3	9	34.6	3	12.5
4	10	15.1	5	10.4	3	11.5	6	25.0
5	6	9.1	2	4.2	6	23.1	3	12.5
No rating or only one	17		4		10		5	
Totals ...	83	100.0	52	100.0	36	100.0	29	100.0
Means ...	3.0		2.6		3.1		2.8	

[a] Percentages are based on number rated.

TABLE 31

MEDIAN OF ALL RATINGS IN INTEREST DURING LAST ONE-HALF OF TIME IN DETROIT SPECIAL CLASS[a]

Median Rating	White Male		Negro Male		White Female		Negro Female	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1	6	9.1	8	16.7	3	11.5	2	8.3
2	9	13.6	16	33.3	5	19.2	10	41.7
3	30	45.5	9	18.7	7	27.0	5	20.8
4	15	22.7	12	25.0	6	23.1	3	12.5
5	6	9.1	3	6.3	5	19.2	4	16.7
No rating or only [illegible]	[illegible]		[illegible]		[illegible]		[illegible]	
Totals . . .	83	100.0	52	100.0	36	100.0	29	100.0
Means . . .	3.0		2.7		3.1		2.8	

[a] Percentages are based on number rated.

TABLE 32

MEDIAN OF ALL RATINGS IN GROWTH DURING LAST ONE-HALF OF TIME IN DETROIT SPECIAL CLASS[a]

Median Rating	White Male		Negro Male		White Female		Negro Female	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1	6	9.2	11	22.9	3	12.0	2	8.3
2	17	26.2	15	31.2	5	20.0	12	50.0
3	27	41.5	13	27.1	9	36.0	3	12.5
4	8	12.3	7	14.6	5	20.0	5	20.9
5	7	10.8	2	4.2	3	12.0	2	8.3
No rating or only one	18		4		11		5	
Totals ...	83	100.0	52	100.0	36	100.0	29	100.0
Medians ..	2.9		2.5		3.0		2.7	

---

[a] Percentages are based on number rated.

An examination of the data in these tables indicates that more white girls than white boys are rated at the extremes of the distribution. In each of the three areas, there is a higher percentage of girls in both the 1 (little) and 5 (superior) categories. In turn, fewer girls are rated in the 3 (fair) portion of the scale.

Negro girls more often receive ratings of 5 (superior) than Negro boys, and less often ratings of 1 (little).

In each instance the modal rating of the Negro boys is lower than that of the white boys, and they are more often given the 1 and 2 ratings, and less often, the 4 and 5 ratings.

Correlations between these ratings and outcome are shown in Chapter IV. They proved to be among the highest of any aspects of developmental history measured, and indicate that refinements of these scales might result in their becoming more effective predictors of vocational success.

Detroit Special Class Ratings on Personality Characteristics

The back of the progress record is a rating scale used by teachers to record their judgments concerning each child's sociability, participation in class activities, consideration of others, tenacity of purpose, trustworthiness, and reaction to authority. Each trait is defined (see sample of Progress Record, Appendix, p. 478) and the teacher is instructed to place an "X" (in multiteacher units the teachers' initials may be used) at "any place on the line which best pictures the pupil in that trait."

Again a grid was constructed which, when placed over the Progress Records of the subjects, allowed the teachers' ratings to be read in terms of 1 (negative aspects of the trait) to 5 (positive aspects of the trait).

The median[1] of all scores received by each child during the last one-half of his time in special classes was determined, and distributions on each variable are presented in Tables 33 through 38. These tables are presented in the order of each traits correlation with legal outcome (as found in Chapter IV), consideration of others being most highly correlated, and tenacity of purpose being least correlated.

All the tables are definitely skewed toward the lower ratings. In order to show this trend more clearly, Table 33 is here represented as Table 39, without subgroup distinctions and with categories 4 and 5 combined and called "above average," 1 and 2 combined and called "below average," and category 3 called "average."

As may be noted in this instance, 46 percent of the ratings fall in the "above average" category. When the totals of all ratings in Tables 33 through 38 were analyzed, it was found that 506, or 48.4 percent of the 1,045 individual ratings, were in the "above average" category, 313 or 30.0 were in the "average" category, and the balance of 226 or 21.6 percent were "below average." This indicates the extent to which the teachers had tended to rate their pupils toward the upper levels of the scale. [illegible] as these ratings, regardless of degree of skew, correlate with legal outcome to the extent of .204 (lowest, P = .05) to .447 (highest, P = .01), it is quite possible that a more discriminating evaluation on these traits might result in correlations of a higher order. Inasmuch as consideration for others had a higher correlation with law-abidingness as a young adult than any other factor rated and recorded while the child was still in school, better definition of,

---

[1] Rounded to whole numbers, as in the case of the Handwork and Shop ratings.

TABLE 33

MEDIANS OF ALL RATINGS IN CONSIDERATION OF OTHERS DURING LAST ONE-HALF OF TIME IN DSC

Median Score	White Male		Negro Male		White Female		Negro Female	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1	4	5.3	4	8.0			2	7.4
2	11	14.5	9	18.0	3	8.8	3	11.1
3	28	36.8	14	28.0	13	38.2	10	37.0
4	14	18.4	9	18.0	4	11.8	4	14.8
5	19	25.0	14	28.0	14	41.2	8	29.6
Not reported . . .	7		2		2		2	
Totals . . .	83	100.0	52	100.0	36	100.0	29	99.9
Means . . .	3.4		3.4		3.9		3.5	

TABLE 34

MEDIANS OF ALL RATINGS IN SOCIABILITY DURING LAST ONE-HALF OF TIME IN DSC

Median Score	White Male		Negro Male		White Female		Negro Female	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1	3	4.6	1	2.1	1	4.2	2	8.3
2	9	13.8	8	16.7	1	4.2	2	8.3
3	24	36.9	11	22.9	9	37.5	7	29.2
4	14	21.5	12	25.0	3	12.5	6	25.0
5	15	23.1	16	33.3	10	41.7	7	29.2
Not reported . . .	18		4		12		5	
Totals . . .	83	99.9	52	100.0	36	100.1	29	100.0
Means . . .	3.4		3.9		3.8		3.6	

TABLE 35

MEDIANS OF ALL RATINGS IN TRUSTWORTHINESS DURING LAST ONE-HALF OF TIME IN DSC

Median Score	White Male		Negro Male		White Female		Negro Female	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1	6	7.9	7	14.0	4	11.8	4	14.8
2	11	14.5	7	14.0	1	2.9	7	25.9
3	24	31.6	13	26.0	10	29.4	9	33.3
4	12	15.8	11	22.0	5	14.7	3	11.1
5	23	30.3	12	24.0	14	41.2	4	14.8
Not reported . . .	7		2		2		2	
Totals . . .	83	100.1	52	100.0	36	100.0	29	99.9
Means . . .	3.5		3.2		3.7		2.9	

TABLE 36

MEDIANS OF ALL RATINGS IN REACTION TO AUTHORITY DURING LAST ONE-HALF OF TIME IN DSC

Median Score	White Male		Negro Male		White Female		Negro Female	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1	4	6.2	2	4.2	3	12.5	1	4.2
2	8	12.3	7	14.6	2	8.3	4	16.7
3	16	24.6	9	18.7	2	8.3	5	20.8
4	13	20.0	13	27.1	4	16.7	5	20.8
5	24	36.9	17	35.4	13	54.2	9	37.5
Not reported ...	18		4		12		5	
Totals ...	83	100.0	52	100.0	36	100.0	29	100.0
Means ...	3.7		3.7		3.7		3.7	

TABLE 37

MEDIANS OF ALL RATINGS IN PARTICIPATION IN CLASS ACTIVITIES DURING LAST ONE-HALF OF TIME IN DSC

Median Score	White Male		Negro Male		White Female		Negro Female	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1	10	13.0	4	8.0	3	8.8	5	18.5
2	9	11.7	7	14.0	1	2.9	1	3.7
3	26	33.8	16	32.0	12	35.3	7	25.9
4	16	20.8	16	32.0	8	23.5	10	37.0
5	16	20.8	7	14.0	10	29.4	4	14.8
Not reported . . .	6		2		2		2	
Totals . . .	83	100.1	52	100.0	36	99.9	29	99.9
Means . . .	3.2		3.2		3.6		3.2	

TABLE 38

MEDIANS OF ALL RATINGS IN TENACITY OF PURPOSE DURING LAST ONE-HALF OF TIME IN DSC

Median Score	White Male		Negro Male		White Female		Negro Female	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1	10	15.4	4	8.3	2	8.3	5	20.8
2	7	10.8	13	27.1			4	16.7
3	21	32.3	12	25.0	9	37.5	6	25.0
4	13	20.0	16	33.3	2	8.3	8	33.3
5	14	21.5	3	6.2	11	45.8	1	4.2
Not reported ...	18		4		12		5	
Totals ...	83	100.0	52	99.9	36	99.9	29	100.0
Means ...	3.2		3.0		3.7		2.7	

TABLE 39

RATINGS IN CONSIDERATION OF OTHERS, COMBINED INTO ABOVE AVERAGE, AVERAGE, AND BELOW AVERAGE CATEGORIES

Ratings	No. of Ratings	Pct. of Ratings
Above average	86	46.0
Average	65	34.8
Below average	36	19.2
Totals	187	100.0

and greater discrimination in, the rating of this trait might result in its becoming of real prognostic value.

WCTS Performance Test Scores

During the period covered by this study, Arthur Point Scale of Performance Tests were routinely administered to all children admitted to the WCTS. The distribution of performance quotients (PQ) for the four subgroups is presented in Table 40.

The PQ means for each subgroup are higher than the corresponding Binet IQ means, although not strikingly so; the greatest difference between means being only 5.5 points. However, a more meaningful picture of the relationship of PQ to IQ is given by the difference between these scores for each child. The distribution of these differences is given in Table 41. A plus value means that the PQ was higher than the IQ. The two tests used in the comparisons were tests which were administered at the same time.

As will be seen in a later chapter, the performance test score was a valuable addition to the set of predictors of postschool adjustment; only one other measure was more highly related to vocational attainment in the community.

Supervised Job Assignments within WCTS

When children at WCTS reach their fifteenth birthday they spend one-half of their day in school, the other half on a job assignment. At age sixteen, if they remain in residence, they may be placed on a full-time job assignment. These assignments are

TABLE 40

ARTHUR POINT SCALE OF PERFORMANCE TEST SCORES FOR THE WCTS SUBGROUPS

Score	White Male	Negro Male	White Female	Negro Female	Totals	Pct. of Total[a]
Over 119	1				1	0.5
110–119	5		1		6	3.0
100–109	6	1	4	1	12	6.1
90–99	16	5	5	4	30	15.2
80–89	20	11	5	2	38	19.2
70–79	17	10	9	7	43	21.7
60–69	16	6	11	8	41	20.7
50–59	6	1	6	3	16	8.1
40–49	4		5	1	10	5.1
30–39	1				1	0.5
Not tested . . .	1			1	2	
Totals	93	34	46	27	200	100.1
Mean PQ's . . .	80.4	78.5	72.8	72.4	77.2	
Median					76.7	

[a] Percentages based on number tested.

TABLE 41

DISTRIBUTION OF THE DIFFERENCES BETWEEN ARTHUR PQ's AND BINET IQ's FOR THE WCTS SAMPLE SUBGROUPS

PQ minus IQ	White Male	Negro Male	White Female	Negro Female	Totals	Pct. of Total[a]
Over (+40) . . .	1				1	0.5
(+31)-(+40) . . .	2		2		4	2.0
(+21)-(+30) . . .	12	2	6	1	21	10.7
(+16)-(+20) . . .	9	2	3	3	17	8.6
(+11)-(+15) . . .	6	3	6	4	19	9.7
(+6)-(+10)	9	6	10	3	28	14.2
(+5)-(-5)	37	14	8	7	66	33.5
(-6)-(-10)	12	5	7	1	25	12.7
(-11)-(-15) . . .	3		2	4	9	4.6
(-16)-(-20) . . .	1	2	2	1	6	3.0
(-21)-(-30) . . .				1	1	0.5
Not tested . . .	1			2	3	
Totals	93	34	46	27	200	100.0
Mean PQ - IQ . .	+6.2	+3.1	+6.9	+2.1	+4.6	
Median					+4.1	

[a] Percentages based on number tested.

regarded as vocational training. The children are moved about periodically in order to provide them with a variety of experience.

Table 42 provides information as to the total amount of vocational training experience which the children in the sample group received. The number of months spent on half-time assignments has been divided by two and added to the months spent on full-time assignments. One year of half-time work, for example, is made equivalent to six months of full-time work. Thus the figures presented in Table 42 represent the total amount of vocational training experienced by the child, expressed as "full-time" work.

The amount of vocational training received was, of course, almost directly proportional to the amount of time spent in WCTS after age fifteen. There is thus no point in discussing subgroup differences here, since these differences are a function primarily of the variable of time of leaving WCTS, which is discussed elsewhere. It may be noted that the modal category for the group as a whole is from six through eleven months of vocational training.

Family Background and Subject Behavior—Retarded Groups

The general setting from which the subjects in this study came was analyzed in terms of family origins, continuity, and characteristics. Also analyzed were certain aspects of the home environment provided by the parents, either natural or functional,[1] and the subject's behavior in home and school.

---

[1] A functional parent is defined as a parent or institution that fills the providing and protecting role usually assumed by the

TABLE 42

MONTHS OF VOCATIONAL TRAINING EXPERIENCE (EXPRESSED AS FULL-TIME EMPLOYMENT)

Months	White Male	Negro Male	White Female	Negro Female	Totals	Pct. of Total
0	29	3	2	7	41	20.5
1–5	10	2	7	3	22	11.0
6–11	23	15	7	6	51	25.5
12–17	12	2	9	7	30	15.0
18–23	6	7	11	2	26	13.0
24–35	5	4	3	1	13	6.5
36–47	1	1	4	0	6	3.0
48–59	3				3	1.5
60–71	3		3	1	7	3.5
72–83	1				1	0.5
Totals	93	34	46	27	200	100.0
Mean months . .	12.7	14.1	19.8	11.4	14.4	
Median					10.4	

The Family Origin category presents data as to the national origins of the subjects and their parents, and whether they were Michigan born, or came to Detroit from other states.

The Family Continuity category presents data as to the relative stability of the family as a unit; was the family broken during the first four years of the child's life; was it broken after that, or did the child have a normal, continuous relationship with his natural father and mother?

Family characteristics and home environment, in actuality, were impossible to separate; but for purposes of classification only, such factors as mental illness, retardation, and incapacitating poor health were considered as characteristics, while the Home Environment category was devoted to behavioral aspects of the parents' relationship to the child. Was the child neglected; did parental drinking have an adverse effect upon him; was he subject to conflicting pressures from his parents, et cetera?

Data on the subject's behavior was developed from various aspects of his preschool and school life; such as difficulties in parental control, stealing, hyperactivity, and poor work habits; actions that seemed of enough significance at the time they occurred to cause their inclusion in the child's cumulative record.

---

natural parent. In some cases the two are definitely distinguished as in variables related to mental illness or retardation in the natural or functional family. In cases where there is no such need, the terms may be used interchangeably.

Family origin

Data on the geographic and national origin of the subjects in this study are presented in the tables that follow. From Table 43 it can be seen that one or both parents of thirty-two (16 percent) of the DSC subjects were foreign-born. Of the white subjects only, the number was thirty-one, or 26.1 percent.[1] Comparable data for the WCTS group are given in Table 44.

Nine of the parents of the DSC group came from Canada, nine from Italy, two from Mexico, one from a near-Eastern country, and the remainder from various European countries.

While a relatively small percentage of the sample subjects' parents were foreign-born, it was found that a majority came from outside the state of Michigan. Tables 45 and 46 show the number of DSC and WCTS subjects whose parents came from Michigan or other states.

One or both parents of over twenty of the DSC subjects came from each of the three states of Mississippi, Alabama, and Georgia. Parents of over ten subjects came from each of the states of Arkansas, Tennessee, Ohio, and Kentucky. The remainder of the "non-Michigan" parents came from eighteen other states. The distributions were approximately the same for the WCTS subjects, as shown in Table 46.

---

[1] According to the 1950 census, 14.78 percent of the population of the Detroit metropolitan area were foreign-born white. Although the reporting methods differ, it would appear, after making due allowance for this, that the two percentages are reasonably comparable. This information was derived from: U.S., Department of Commerce, Bureau of the Census, "Michigan, Detailed Characteristics," 1950 United States Census of Population, Table 53, p. 171.

TABLE 43

NUMBER OF DSC SUBJECTS HAVING ONE OR BOTH PARENTS FOREIGN-BORN

Origins	White Male (N=83)	Negro Male (N=52)	White Female (N=36)	Negro Female (N=29)	Totals (N=200)
Foreign-born . . .	22		9	1	32
Native-born	48	46	23	26	143
Not reported . . .	13	6	4	2	25
Totals	83	52	36	29	200

TABLE 44

NUMBER OF WCTS SUBJECTS HAVING ONE OR BOTH PARENTS FOREIGN-BORN

Origins	White Male (N=93)	Negro Male (N=34)	White Female (N=46)	Negro Female (N=27)	Totals (N=200)
Foreign-born . . .	22	1	14	0	37
Native-born	66	33	27	26	152
Not reported . . .	5	0	5	1	11
Totals	93	34	46	27	200

TABLE 45

NUMBER OF DSC SUBJECTS HAVING ONE OR BOTH PARENTS RAISED OUTSIDE MICHIGAN[a]

Place Where Parent Was Raised	White Male	Negro Male	White Female	Negro Female	Totals
Outside Michigan .	47	42	14	25	128
In Michigan	24	5	16	3	48
Not reported . . .	12	5	6	1	24
Totals	83	52	36	29	200

[a] Actual place of birth was often obscure or not given in the records. It was more often possible to determine that the subject's parents had been raised (over half of first eighteen years of life) outside Michigan; hence these data were used.

TABLE 46

NUMBER OF WCTS SUBJECTS HAVING ONE OR BOTH PARENTS RAISED OUTSIDE MICHIGAN

Place Where Parent Was Raised	White Male	Negro Male	White Female	Negro Female	Totals
Outside Michigan .	55	26	22	22	125
In Michigan	26	6	17	2	51
Not reported ...	12	2	7	3	24
Totals	93	34	46	27	200

As for the subjects themselves, a considerable number had spent the major portion of their preschool life out of Michigan. Table 47 presents data on this variable for the DSC group, and Table 48, for the WCTS group.

The pattern of origin of the subjects very closely approximates that presented for the parents. The largest number of the non-Michigan-born subjects came from Mississippi, Arkansas, and other southern and southeastern states.

Family continuity and discontinuity

These relationships will be considered under five variables as follows:

1. Break in mother or father relationship, first four years, and from fourth birthday to admission to the special program.
2. Subject lived with three or more sets of parents.
3. Subject lived less than one-half of preadmission life with his natural father and mother.
4. Subject conceived illegitimately and born outside regular family.
5. Functional parent or parents were other than natural parent or parents (for the DSC group only).

Following are definitions of the terms used in this section.

Break in parental relationship: In general, a break in the parent relationship meant that the parent moved out of the home and ceased to assume family responsibility. Short breaks because of work or hospitalization were not considered. However, an absence of six months or longer was considered a break in the case of children prior to their fourth birthday. Any legal separation, desertion, divorce, or death was ruled a break.

3/

TABLE 47

NUMBER OF DSC SUBJECTS WHO SPENT MAJOR PORTION OF THEIR PRESCHOOL LIFE OUTSIDE MICHIGAN

Place Spent Major Portion Preschool Life	White Male	Negro Male	White Female	Negro Female	Totals
Outside Michigan .	23	26	5	17	71
In Michigan	59	26	31	11	127
Not reported . . .	1			1	2
Totals	83	52	36	29	200

TABLE 48

NUMBER OF WCTS SUBJECTS WHO SPENT MAJOR PORTION OF THEIR PRESCHOOL LIFE OUTSIDE MICHIGAN

Place Spent Major Portion Preschool Life	White Male	Negro Male	White Female	Negro Female	Totals
Outside Michigan .	3	7	7	7	24
In Michigan	88	24	38	20	170
Not reported . . .	2	3	1		6
Totals	93	34	46	27	200

Subject has lived less than one-half of his preadmission life with natural father and mother together: By natural father are meant the blood parents only. Admission implies admission to a special class program in Detroit, or for the WCTS sample, to the Training School.

If a child was admitted to a program at age ten, and had lived less than five years with his blood parents, he was scored "yes" on this item. Similarly, he was scored "yes" if his parents had separated, or if one had died prior to the five-year minimum allowed.

Subject lived with three or more sets of parents: The object of this item was to single out children who had been forced to adapt to a changing father–mother (husband–wife) relationship, or to entirely new parent figures, such as would be encountered in boarding homes or institutional placement. (WCTS placement was not considered in this item.) The original husband–wife combination was considered one set. If one member left (death, divorce) and the other remarried, this would constitute the second set. A third set would require either a break in this marriage, followed by remarriage, or that the child be placed in a full-time boarding home or child-care institution.

Subject illegitimate and born outside natural family: Statistical delineation of the number of illegitimately born subjects in the sample was not the object. Rather, what was desired, insofar as it was apparent from the records, was to note those cases where a child was deserted by one or both parents, and grew up under the care of relatives, neighbors, or under court jurisdiction.

Functional parent or parents were other than natural parent or parents: The "functional" parent was defined as that person who most effectively filled the role of parent during the major portion of the child's life. Sometimes it was a stepparent or a relative. For some children, in the absence of others, it was an institution. Specific answers to this question were: (a) natural—that is, blood parent; (b) stepparent; (c) foster parent; (d) relative; (e) none; (f) institution and (g) other (specify).

The "none" category was used when a child was shifted from one living setting to another so frequently that it was impossible to maintain that any one individual had occupied a functional parent-figure position.

A description of family stability or continuity may well begin with data on the number and percent of families in which there was no break (death, divorce, separation, or desertion) up to the time of the last entry in the subject's file.

Tables 49 and 50, entitled "Continuous Family Pattern with Natural Parents," present these data for the DSC and WCTS groups. It will be noted that in no group did seven out of ten children have a continuous relationship with their own parents, and that more than one-half—actually, 71 percent—of the Negro subjects came from broken homes. The question arises as to the types of broken relationships encountered, and their results upon the child in terms of the character of his living setting.

Data in Tables 51 and 52 are presented according to four individual types of family discontinuities, and the results of such discontinuities upon the subjects.

One further table (Table 53, "Known Illegitimate Births) is presented which, while it does not seem to fit satisfactorily into either the "type" or "result" category, nevertheless presents data on an important aspect of family stability.

TABLE 49

DSC SUBJECTS HAVING CONTINUOUS FAMILY PATTERN WITH NATURAL PARENTS[a]

Continuous with Natural Parents	White Male		Negro Male		White Female		Negro Female		Totals
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
Yes	58	69.9	18	35.3	22	61.1	14	48.3	112[b]
No	25	30.1	33	64.7	14	38.9	15	51.7	87
Not reported . . .			1						1
Totals . . .	83	100.0	52	100.0	36	100.0	29	100.0	200

---

[a] Percentages are based on number reported.

[b] Five cases were reported as having a family discontinuity, but the reason therefor was not evident in the record, and one case was not reported upon. This accounts for the apparent discrepancy between this figure and the 118 noted as having no negative ratings in Table 58.

TABLE 50

WCTS SUBJECTS HAVING CONTINUOUS FAMILY PATTERN WITH NATURAL PARENTS

Continuous with Natural Parents	White Male		Negro Male		White Female		Negro Female		Totals
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
Yes	33	35.5	6	17.6	9	19.6	2	7.4	50[a]
No	60	64.5	28	82.4	37	80.4	25	92.6	150
Totals . . .	93	100.0	34	100.0	46	100.0	27	100.0	200

[a] Six cases were reported as having a family discontinuity, but the reason therefor was not evident in the record. This accounts for the apparent discrepancy between this figure and the 56 noted as having no negative ratings in Table 59.

TABLE 51

TYPES AND RESULTS OF FAMILY DISCONTINUITY, DSC

Type or Result	Subjects[a]	No.	Pct.	Total	
				No.	Pct.
Type of discontinuity:					
Break, mother relationship, first four years . .	White male	2	2.4		
	Negro male	8	15.3		
	White female	1	2.7		
	Negro female	4	13.7	15	7.5
Break, father relationship, first four years . .	White male	9	10.8		
	Negro male	12	23.0		
	White female	1	2.7		
	Negro female	5	17.2	27	13.5
Break, mother relationship, four years to admission	White male	7	8.4		
	Negro male	10	19.2		
	White female	7	19.4		
	Negro female	7	24.1	31	15.5
Break, father relationship, four years to admission	White male	14	16.9		
	Negro male	19	36.5		
	White female	8	22.2		
	Negro female	11	37.9	52	26.0
Results of discontinuity:					
Subject lived with three or more sets of parents	White male	5	6.0		
	Negro male	11	21.1		
	White female	5	13.8		
	Negro female	3	10.3	24	12.0
Subject lived less than half preadmission life with natural parents . .	White male	13	15.7		
	Negro male	24	46.1		
	White female	11	30.5		
	Negro female	11	37.9	59	29.5

TABLE 51 (Continued)

Type or Result	Subjects[a]	No.	Pct.	Total No.	Total Pct.
Functional father was other than natural parent	White male	11	13.3		
	Negro male	19	36.5		
	White female	6	16.6		
	Negro female	9	31.0	45	22.5
Functional mother was other than natural parent	White male	3	3.6		
	Negro male	10	19.2		
	White female	6	16.6		
	Negro female	8	27.5	27	13.5
Family relationship broken	White male	25	30.1		
	Negro male	33	63.4		
	White female	14	38.8		
	Negro female	15	51.7	87	43.5

[a] Subjects: 83 white males; 52 Negro males; 36 white females; 29 Negro females; 200 total.

TABLE 52

TYPES AND RESULTS OF FAMILY DISCONTINUITY, WCTS

Type or Result	Subjects[a]	No.	Pct.	Total No.	Total Pct.
Type of discontinuity:					
Break, mother relationship, first four years .	White male	14	15.1		
	Negro male	8	23.5		
	White female	7	15.2		
	Negro female	4	14.8	33	16.5
Break, father relationship, first four years .	White male	16	17.2		
	Negro male	13	38.2		
	White female	6	13.0		
	Negro female	6	22.2	41	20.5
Break, mother relationship, four years to admission	White male	31	33.3		
	Negro male	16	47.1		
	White female	23	49.9		
	Negro female	16	59.2	86	43.0
Break, father relationship, four years to admission	White male	41	44.1		
	Negro male	15	44.1		
	White female	29	63.0		
	Negro female	19	70.3	104	52.0
Results of discontinuity:[b]					
Subject lived with three or more sets of parents	White male	18	19.4		
	Negro male	14	41.2		
	White female	18	39.1		
	Negro female	11	40.7	61	30.5
Subject lived less than half preadmission life with natural parents ..	White male	38	40.9		
	Negro male	21	61.8		
	White female	22	47.8		
	Negro female	19	70.3	100	50.0

TABLE 52 (Continued)

Type or Result	Subjects[a]	No.	Pct.	Total	
				No.	Pct.
Family relationship broken	White male	60	64.5		
	Negro male	28	82.3		
	White female	37	80.4		
	Negro female	25	92.5	150	75.0

[a] Subjects: 93 white males; 34 Negro males; 46 white females; 27 Negro females; 200 total.

[b] Attempts to designate functional parents for the WCTS subjects proved unreliable, due to the numbers and complications of parent-figure changes, and so they are not included here nor in the tables to follow.

TABLE 53

SUBJECTS CONCEIVED ILLEGITIMATELY AND BORN OUTSIDE NATURAL FAMILY

Subject	DSC Group	WCTS Group
White male	1	9
Negro male	5	6
White female	0	6
Negro female	4	8
Totals	10	29

The specific type of discontinuity that occurred most frequently was a break in the father relationship. Twenty-seven of the DSC and forty-one of the WCTS cases experienced this type of break during their first four years of life. From their fourth birthday to their admission into the Special Class or the Training School, the corresponding figures are 52 and 104. In other words, 26 percent of the Detroit and 52 percent of the WCTS group had experienced some type of break with their father figure during this period from four years of age to admission to a special program.

As a result of these breaks, fifty-nine of the DSC subjects and one hundred of the WCTS lived less than one-half of their preadmission life with their natural father and mother together. Twenty-four of the Detroit and sixty-one of the WCTS cases had lived with three or more sets of parents. (A set of parents is defined as a man and wife living together, the first parents being one set, death or divorce of one partner and remarriage of the other establishing the second set, and so on.)

The data so far presented deal with isolated characteristics of family breakdown. It is natural to wonder how these isolated instances may have combined in the lives of individual subjects, and what their effects were on the individual child's living setting.

Tables 54 through 57 present information in this regard, showing which of the various types of discontinuity had affected each individual[1] in the various sample groups and subgroups, and what the effect has been on the subject's living setting.

---

[1] Cases with only one break in the family relationship are not included.

TABLE 54

FAMILY DISCONTINUITIES AND THEIR EFFECT ON THE SUBJECT'S LIVING SETTING, DSC MALES

Case No.	Type of Discontinuity[a]					Result of Discontinuity[a]				
	I	II	III	IV	V	VI	VII	VIII	IX	X
					White Males					
112	×	×	×	×		×	×	E	E	×
82		×	×		×	×	×	E		
58		×		×		×	×	B		
94			×	×		×	×			×
71	×	×				×	×			
123			×	×		×				
74		×		×		×				
					Negro Males					
44	×	×	×	×		×	×	G	G	×
21	×	×	×	×		×	×	E	D	×
22	×	×	×	×		×	×		D	×

[a] Types of discontinuity: I = Break, mother relationship, first four years; II = Break, father relationship, first four years; III = Break, mother relationship, four years to admission; IV = Break, father relationship, four years to admission; V = Illegitimate birth.

Result of discontinuity: VI = No continuous family pattern; VII = Subject lived less than half preadmission life with natural parents; VIII = Functional father other than natural parent; IX = Functional mother other than natural parent; X = Subject lived with three or more sets of parents.

Functional parent code: B = Stepparent; C = Foster parent; D = Relative; E = None determinable; F = Institution; G = Other.

TABLE 54 (Continued)

Case No.	Type of Discontinuity[a]					Result of Discontinuity[a]				
	I	II	III	IV	V	VI	VII	VIII	IX	X
					Negro Males (continued)					
41	×	×	×	×		×	×	B		×
20		×	×	×		×	×	G	D	×
30		×		×	×	×	×	E		×
42		×		×	×	×	×	B		×
5			×	×		×	×	E	E	×
27	×			×		×	×		E	
3		×			×	×	×	E		
43	×		×			×	×		E	×
10	×		×			×	×		B	
31			×	×		×				

[a] Types of discontinuity: I = Break, mother relationship, first four years; II = Break, father relationship, first four years; III = Break, mother relationship, four years to admission; IV = Break, father relationship, four years to admission; V = Illegitimate birth.

Result of discontinuity: VI = No continuous family pattern; VII = Subject lived less than half preadmission life with natural parents; VIII = Functional father other than natural parent; IX = Functional mother other than natural parent; X = Subject lived with three or more sets of parents.

Functional parent code: B = Stepparent; C = Foster parent; D = Relative; E = None determinable; F = Institution; G = Other.

TABLE 55

FAMILY DISCONTINUITIES AND THEIR EFFECT ON THE SUBJECT'S LIVING SETTING, DSC FEMALES

Case No.	Type of Discontinuity[a]					Result of Discontinuity[a]				
	I	II	III	IV	V	VI	VII	VIII	IX	X
					White Females					
170		×		×		×	×	E	E	×
173		×		×		×	×	E	E	×
186		×		×		×	×	E		×
					Negro Females					
143	×	×	×	×	×	×	×	E	G	
137		×	×	×		×	×	E	D	×
156	×	×			×	×	×	E	D	
158	×		×	×		×	×		D	×
139			×	×	×	×	×	C	C	
150		×		×	×	×	×	G		×
144			×	×		×	×		E	
160			×	×		×				

[a] Types of discontinuity: I = Break, mother relationship, first four years; II = Break, father relationship, first four years; III = Break, mother relationship, four years to admission; IV = Break, father relationship, four years to admission; V = Illegitimate birth.

Result of discontinuity: VI = No continuous family pattern; VII = Subject lived less than half preadmission life with natural parents; VIII = Functional father other than natural parent; IX = Functional mother other than natural parent; X = Subject lived with three or more sets of parents.

Functional parent code: B = Stepparent; C = Foster parent; D = Relative; E = None determinable; F = Institution; G = Other.

TABLE 56

FAMILY DISCONTINUITIES AND THEIR EFFECT ON THE SUBJECT'S LIVING SETTING, WCTS MALES

Case No.	Type of Discontinuity[a]					Result of Discontinuity[a]				
	I	II	III	IV	V	VI	VII	VIII	IX	X
					White Males					
655	×	×	×	×	×	×	×			×
607	×	×	×	×	×	×	×			
585	×		×	×	×	×	×			×
520	×	×	×	×		×	×			×
591	×	×	×	×		×	×			×
599	×	×	×	×		×	×			×
675	×	×	×	×		×	×			×
678	×	×	×	×		×	×			×
685	×	×	×	×		×	×			×
539			×	×	×	×	×			×
551		×	×	×		×	×			×
597	×	×			×	×	×			

[a] Types of discontinuity: I = Break, mother relationship, first four years; II = Break, father relationship, first four years; III = Break, mother relationship, four years to admission; IV = Break, father relationship, four years to admission; V = Illegitimate birth.

Result of discontinuity: VI = No continuous family pattern; VII = Subject lived less than half preadmission life with natural parents; VIII = Functional father other than natural parent; IX = Functional mother other than natural parent; X = Subject lived with three or more sets of parents.

Functional parent code: B = Stepparent; C = Foster parent; D = Relative; E = None determinable; F = Institution; G = Other.

TABLE 56 (Continued)

Case No.	Type of Discontinuity[a]					Result of Discontinuity[a]				
	I	II	III	IV	V	VI	VII	VIII	IX	X
					White Males (continued)					
512	×	×		×		×				
661			×	×		×	×			×
537	×	×				×	×			
541			×	×		×	×			
548			×	×		×				×
563			×	×		×	×			
566		×			×	×	×			
571	×	×				×	×			
580			×	×		×				×
613			×	×		×	×			
634			×	×		×	×			
666			×	×		×	×			
669			×	×		×				×
686			×	×		×				×

[a] Types of discontinuity: I = Break, mother relationship, first four years; II = Break, father relationship, first four years; III = Break, mother relationship, four years to admission; IV = Break, father relationship, four years to admission; V = Illegitimate birth.

Result of discontinuity: VI = No continuous family pattern; VII = Subject lived less than half preadmission life with natural parents; VIII = Functional father other than natural parent; IX = Functional mother other than natural parent; X = Subject lived with three or more sets of parents.

Functional parent code: B = Stepparent; C = Foster parent; D = Relative; E = None determinable; F = Institution; G = Other.

TABLE 56 (Continued)

Case No.	Type of Discontinuity[a]					Result of Discontinuity[a]				
	I	II	III	IV	V	VI	VII	VIII	IX	X
				White Males (continued)						
692		×	×			×	×			
506			×	×		×				
683			×	×		×				
				Negro Males						
501	×	×	×	×	×	×	×			×
647	×	×	×	×	×	×	×			×
586	×	×	×	×		×	×			×
594	×		×	×	×	×	×			
698		×	×	×		×	×			×
664			×	×		×	×			×
677			×		×	×	×			×
688		×	×			×	×			×
524	×	×				×	×			×

[a] Types of discontinuity: I = Break, mother relationship, first four years; II = Break, father relationship, first four years; III = Break, mother relationship, four years to admission; IV = Break, father relationship, four years to admission; V = Illegitimate birth.

Result of discontinuity: VI = No continuous family pattern; VII = Subject lived less than half preadmission life with natural parents; VIII = Functional father other than natural parent; IX = Functional mother other than natural parent; X = Subject lived with three or more sets of parents.

Functional parent code: B = Stepparent; C = Foster parent; D = Relative; E = None determinable; F = Institution; G = Other.

TABLE 56 (Continued)

Case No.	Type of Discontinuity[a]					Result of Discontinuity[a]				
	I	II	III	IV	V	VI	VII	VIII	IX	X
					Negro Males (continued)					
531	×		×			×	×			×
545				×	×	×	×			
612			×	×		×	×			×
643		×		×		×	×			×
689			×	×		×	×			×
576		×		×		×	×			
636				×	×	×	×			
504		×		×		×				
558	×	×				×				
582	×	×								

[a] Types of discontinuity: I = Break, mother relationship, first four years; II = Break, father relationship, first four years; III = Break, mother relationship, four years to admission; IV = Break, father relationship, four years to admission; V = Illegitimate birth.

Result of discontinuity: VI = No continuous family pattern; VII = Subject lived less than half preadmission life with natural parents; VIII = Functional father other than natural parent; IX = Functional mother other than natural parent; X = Subject lived with three or more sets of parents.

Functional parent code: B = Stepparent; C = Foster parent; D = Relative; E = None determinable; F = Institution; G = Other.

TABLE 57

FAMILY DISCONTINUITIES AND THEIR EFFECT ON THE SUBJECT'S LIVING SETTING, WCTS FEMALES

Case No.	Type of Discontinuity[a]					Result of Discontinuity[a]				
	I	II	III	IV	V	VI	VII	VIII	IX	X
					White Females					
500	×	×	×	×	×	×	×			×
555	×		×	×	×	×	×			×
618	×		×	×	×	×	×			×
659	×	×	×	×		×	×			×
632	×	×	×	×		×				×
517	×		×	×		×	×			×
542		×	×	×		×	×			×
589	×		×	×		×	×			×
514		×		×	×	×	×			
530			×	×		×				×
552			×	×		×	×			×
652			×		×	×	×			

[a] Types of discontinuity: I = Break, mother relationship, first four years; II = Break, father relationship, first four years; III = Break, mother relationship, four years to admission; IV = Break, father relationship, four years to admission; V = Illegitimate birth.

Result of discontinuity: VI = No continuous family pattern; VII = Subject lived less than half preadmission life with natural parents; VIII = Functional father other than natural parent; IX = Functional mother other than natural parent; X = Subject lived with three or more sets of parents.

Functional parent code: B = Stepparent; C = Foster parent; D = Relative; E = None determinable; F = Institution; G = Other.

TABLE 57 (Continued)

Case No.	Type of Discontinuity[a]					Result of Discontinuity[a]				
	I	II	III	IV	V	VI	VII	VIII	IX	X
				White Females (continued)						
657			×	×		×				×
510			×	×		×	×			×
562			×	×		×	×			×
651			×	×		×	×			×
674			×	×		×	×			×
523			×	×		×				×
626			×	×		×				×
631			×	×		×				
663			×	×		×				
645			×	×						
				Negro Females						
588	×	×	×	×		×	×			×
625	×	×	×	×		×	×			×

[a] Types of discontinuity: I = Break, mother relationship, first four years; II = Break, father relationship, first four years; III = Break, mother relationship, four years to admission; IV = Break, father relationship, four years to admission; V = Illegitimate birth.

Result of discontinuity: VI = No continuous family pattern; VII = Subject lived less than half preadmission life with natural parents; VIII = Functional father other than natural parent; IX = Functional mother other than natural parent; X = Subject lived with three or more sets of parents.

Functional parent code: B = Stepparent; C = Foster parent; D = Relative; E = None determinable; F = Institution; G = Other.

TABLE 57 (Continued)

Case No.	Type of Discontinuity[a]					Result of Discontinuity[a]				
	I	II	III	IV	V	VI	VII	VIII	IX	X
					Negro Females (continued)					
649		×	×	×	×	×	×			×
670	×	×	×	×		×	×			×
590	×	×		×	×	×				
593			×	×	×	×	×			×
536			×	×	×	×	×			
546			×	×	×	×	×			×
543			×	×	×	×	×			
665			×	×		×	×			×
682			×	×		×	×			×
535			×	×		×	×			
624			×	×		×				×
662		×	×			×	×			
511			×	×		×				

[a] Types of discontinuity: I = Break, mother relationship, first four years; II = Break, father relationship, first four years; III = Break, mother relationship, four years to admission; IV = Break, father relationship, four years to admission; V = Illegitimate birth.

Result of discontinuity: VI = No continuous family pattern; VII = Subject lived less than half preadmission life with natural parents; VIII = Functional father other than natural parent; IX = Functional mother other than natural parent; X = Subject lived with three or more sets of parents.

Functional parent code: B = Stepparent; C = Foster parent; D = Relative; E = None determinable; F = Institution; G = Other.

From Table 54 it may be noted that in the instance of case number 112—the first case listed—there was a break in his relationship with both his father and mother before he was four years old, and again with each of his substitute parents after he was four. As a result of these changes, he lived less than half of his preadmission time (he was admitted to special class at age 10.2) with his natural parents, and did live with three or more sets of functional parents, though none from among them could be determined as the ones who exercised the greatest influence over his development. Actually, his parents separated within a month after his birth and were divorced soon after. He lived most of his time in boarding homes until after ten years of age, when the mother remarried. Later the boy ran away to be with his natural father in Florida, joined the air force, served two years, was discharged with a rating of character "good," efficiency "excellent," and at the time of study, was working for an aircraft company in Pennsylvania.

Case number 106 never saw his natural father. His mother ran away to be married. She returned to her parents pregnant and using her maiden name. The child was raised by the maternal grandparents until the mother came to Detroit, got a job, and placed the boy in a boarding home here. He remained only a few months and returned to his grandparents, not coming to Detroit again until he was twelve years old.

Case number 82 was illegitimate and never new his father. He was cared for by his mother until she died of complications from a fall during an epileptic seizure when the boy was ten. He was placed in a boarding home by the courts where he remained until adulthood.

As has been noted from Table 54, one subject—case number 112—was affected by four of the five possible discontinuities, and case number 82 was affected by three. In order to provide further information as to the number of variables affecting each individual in the study, these data have been provided in Tables 58 and 59 under the title "Number of [DSC or WCTS] Subjects Receiving Negative Ratings on the Five Family Discontinuity Variables, and Number of Such Ratings per Individual."[1] On this table the number of individuals affected by none, one, two, three, four, or all of the variables in question may be ascertained. In this way some measure of the degree of involvement of individual children may be seen. For example, from Table 57 we find that one child had been subject to all five discontinuities, five subject to four discontinuities, and so on. Thirty-one children—or 15.5 percent—had had two or more breaks in their family, 25 percent had had one, and 59 percent had come from unbroken homes.

In the WCTS group, the numbers involved in family breakdowns were larger. Five children had been subject to all five breaks, eighteen to four, and 42.5 percent had had two or more breaks.

Tables similar to Tables 58 and 59 are provided for other aspects of the developmental backgrounds of the subjects in the study. They will be found in the sections dealing with home environment, family characteristics, and subject behavior.

---

[1] "Negative" is used in the sense that it indicates presence of a factor that is presumed to be undesirable.

TABLE 58

NUMBER OF DSC SUBJECTS RECEIVING NEGATIVE RATINGS ON THE FIVE FAMILY DISCONTINUITY VARIABLES, AND NUMBER OF SUCH RATINGS PER INDIVIDUAL

No. of Negative Ratings	White Male (N=83)		Negro Male (N=52)		White Female (N=36)		Negro Female (N=29)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
5							1	3.4	1	0.5
4	1	1.2	4	7.7					5	2.5
3	1	1.2	3	5.8			5	17.2	9	4.5
2	5	6.0	6	11.5	3	8.3	2	6.9	16	8.0
1	16	19.3	17	32.7	11	30.6	7	24.1	51	25.5
0	60	72.3	22	42.3	22	61.1	14	48.3	118	59.0
Totals	83	100.0	52	100.0	36	100.0	29	99.9	200	100.0
Means		0.40		1.04		0.47		1.07		0.675

TABLE 59

NUMBER OF WCTS SUBJECTS RECEIVING NEGATIVE RATINGS ON THE FIVE FAMILY DISCONTINUITY VARIABLES, AND NUMBER OF SUCH RATINGS PER INDIVIDUAL

No. of Negative Ratings	White Male (N=93)		Negro Male (N=34)		White Female (N=46)		Negro Female (N=27)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
5	2	2.2	2	5.9	1	2.2			5	2.5
4	7	7.5	2	5.9	4	8.7	5	18.5	18	9.0
3	4	4.3	1	2.9	4	8.7	4	14.8	13	6.5
2	16	17.2	14	41.2	13	28.3	6	22.2	49	24.5
1	29	31.2	9	26.5	12	26.1	9	33.3	59	29.5
0	35	37.6	6	17.6	12	26.1	3	11.1	56	28.0
Totals	93	100.0	34	100.0	46	100.1	27	99.9	200	100.0
Means		1.19		1.71		1.54		1.96		1.46

Family characteristics

Some idea of the family as a setting for early development of our subjects may be obtained from a survey of those conditions which involve mental illness or retardation in the natural family, incapacitating poor health of either parent, or the presence of behavior problem siblings in the home.

Following are definitions of the terms used in this section.

Mental retardation apparent in immediate natural family: Immediate natural family was defined as consisting of the parents and siblings or half-siblings comprising the family group. Instances of mental retardation had to be documented by (a) results of individually administered intelligence tests, (b) confirmed attendance in a class for mentally retarded, or (c) evidence of commitment to an institution for the mentally retarded.

One (or both) of subject's parents known to have been mentally ill at some time: In most cases, a "yes" score required that an official medical diagnosis had been made, or that the individual had been committed to an institution for the mentally ill. In a few instances "yes" was entered for cases noted in the records as psychotic, and in which a confirmed behavior pattern was definitely bizarre, and far outside normal limits, even though the person was cared for at home.

Functional father or mother suffered incapacitating poor health or disability sufficient to impair functioning during period of subject's residence with them: The important element in this variable was that the subject must have perceived his parent as incapacitated, and that the incapacity determined to some degree the treatment he received or the level of relationships he was able to have. Examples were a father chronically bedfast over several years, who finally died of cancer; a mother with a severe heart condition which drastically limited her activity; and a father aged seventy and crippled at the time of the subject's birth. Temporary illnesses or hospitalizations were not considered.

Siblings from functional home setting have been noted as behavior problems in school or community: "Siblings" were not required to be related by blood in this connection, but were defined as children who shared the subject's major home setting; in other words, relatives or nonrelatives who were members of the same "family" group. A "yes" score required as a minimum that there be a note in the record to the effect that a sibling was known as a behavior problem. This might be the result of chronic misbehavior in the schoolroom or unmanageability in the home or community. Law violations or referral to a corrective or therapeutic agency were considered evidence of problem behavior.

The extent to which these factors were present in the home backgrounds of the subjects are shown in Tables 60 through 63.

Home environment

Several aspects of the home environment provided for the subjects of this study were considered. Data are presented here on thirteen variables, as follows:

1. Subject experienced neglect regarding habit training and supervision during preschool period.
2. Lack of adequate home supervision held partly responsible for school-age difficulties.
3. Family unit required outside financial support during period of subject's residence with them.
4. and 5. Functional parent (father–mother) presented inadequate adjustment patterns.

TABLE 60

SOME CHARACTERISTICS OF THE FAMILIES OF DSC SUBJECTS

Characteristic[a]	White Male (N=83)		Negro Male (N=52)		White Female (N=36)		Negro Female (N=29)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
A	28	33.7	21	40.4	14	38.9	11	37.9	74	37.0
B	20	24.1	16	30.8	5	13.9	3	10.3	44	22.0
C	11	13.3	5	9.6	6	16.7	7	24.1	29	14.5
D	1	1.2	2	3.8	5	13.9	2	6.9	10	5.0

[a] Characteristics: A = Mental retardation apparent in family; B = Siblings noted as behavior problem; C = Parent or parents incapacitated by poor health; D = Parent or parents mentally ill.

TABLE 61

NUMBER OF DSC SUBJECTS RECEIVING NEGATIVE RATINGS ON THE FOUR FAMILY CHARACTERISTIC VARIABLES, AND NUMBER OF SUCH RATINGS PER INDIVIDUAL

No. of Negative Ratings	White Male (N=83)		Negro Male (N=52)		White Female (N=36)		Negro Female (N=29)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
4										
3	2	2.4	1	1.9	3	8.3	3	10.3	9	4.5
2	17	20.5	11	21.2	5	13.9	2	6.9	35	17.5
1	20	24.1	19	36.5	11	30.6	10	34.5	60	30.0
0	44	53.0	21	40.4	17	47.2	14	48.3	96	48.0
Totals	83	100.0	52	100.0	36	100.0	29	100.0	200	100.0
Means		0.72		0.85		0.83		0.79		0.78

TABLE 62

SOME CHARACTERISTICS OF THE FAMILIES OF WCTS SUBJECTS

Characteristic[a]	White Male (N=93)		Negro Male (N=34)		White Female (N=46)		Negro Female (N=27)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
A	41	44.1	20	58.8	23	50.0	13	48.2	97	48.5
B	26	28.0	12	35.3	14	30.4	17	63.0	69	34.5
C	18	19.4	3	8.8	7	15.2	7	25.9	35	17.5
D	15	16.1	2	5.9	5	10.9	2	7.4	24	12.0

[a] Characteristics: A = Mental retardation apparent in family; B = Siblings noted as behavior problem; C = Parent or parents incapacitated by poor health; D = Parent or parents mentally ill.

TABLE 63

NUMBER OF WCTS SUBJECTS RECEIVING NEGATIVE RATINGS ON THE FOUR FAMILY CHARACTERISTIC VARIABLES, AND NUMBER OF SUCH RATINGS PER INDIVIDUAL

No. of Negative Ratings	White Male (N=93)		Negro Male (N=34)		White Female (N=46)		Negro Female (N=27)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
4	1	1.1							1	0.5
3	5	5.4	3	8.8	2	4.3	6	22.2	16	8.0
2	24	25.8	9	26.5	13	28.3	7	25.9	53	26.5
1	33	35.5	9	26.5	17	37.0	7	25.9	66	33.0
0	30	32.3	13	38.2	14	30.4	7	25.9	64	32.0
Totals	93	100.1	34	100.0	46	100.0	27	99.9	200	100.0
Means		1.07		1.06		1.07		1.44		1.12

6. and 7. Parent's or parents' drinking or drug addiction presented a problem.
8. Sexual behavior or attitude of one or both parents deviated openly from socially acceptable norms.
9. One or both parents reported as overprotective.
10. Inconsistent and/or conflicting pressures put upon subject by parents with differing ideals, standards, et cetera.
11. Social neighborhood milieu had contributed to subject's adjustment problem.
12. and 13. Mother worked outside of home during major portion of subject's preschool and/or public school life.

Following are definitions of the terms used in this section.

Neglect preschool: This did not refer to the results of poverty, but to lack of care and attention given to the child. Leaving the child unattended for long periods, failure to institute or follow up on required medical treatments, extreme and continued filthiness, and unattended pediculous or impetigo are examples of such behavior. Where there was no specific notation of neglect, and the mother seemed reasonably adequate, the child was not considered neglected, even in the presence of suggestive data. A "yes" answer had to be based upon clear-cut evidence in the record.

Lack of adequate home supervision—school age: A "yes" answer required that the trouble resulted from contemporary lack of supervision, not previous lack of training. A child who slept at his desk in school because his parents allowed him to be up and/or on the street most of the night would be an example of such lack of supervision.

Outside financial support: This included all public agency support, but not that provided by relatives or a husband living separately.

Functional parent or parents present inadequate adjustment pattern: This item was concerned only with gross forms of inadequacy. A parent was so regarded if he or she did not (a) live within accepted moral standards, (b) make at least minimal contribution to the welfare of those for whom he was responsible, or (c) support himself (this of course excepted a mother with dependent children). Gross law violations, to the extent that they were noted in the case records, were also considered evidence of inadequate adjustment.

Typical inadequate adjustment patterns:

Man: Alcoholism sufficient to impair functioning, cruelty to children, desertion of family.

Woman: Neglect of home or children, alcoholism, et cetera.

This category did not include such parents as those of whom it was noted that they were "poor housekeeper," "did not play with children," "unhappy in her marriage."

Drinking or drug addiction a problem: Any instance of drug addition was considered a problem. Drinking was so considered only if it resulted in deprivations for the family or their gross mistreatment, or neglect. Loss of jobs because of alcoholism or drunken abuse of children were examples.

Sexual behavior or attitudes deviate from norm: Sexual behavior resulting in legal action was considered as "yes." Also so considered was open promiscuity, encouragement of sex acts by children for profit, and abuse of female children by functional male parent.

Parents overprotective: As the reader of the records could not hope to evaluate anew the relationship which exited between parent and child, scoring of this item as "yes" depended upon actions being described and defined as overprotectiveness by the writer of the records. In other words, the original reports from teachers, psychologists, or case workers had to define the child as overprotected and give illustrative examples.

Inconsistent and/or conflicting pressures on subject: This item was recorded as "yes" when so noted and defined in the records. It was required that any parental disagreement must be such as involved the child in the conflict.

Social neighborhood milieu has contributed to subject's behavior problem: A "yes" answer on this item required that there be specific evidence in the record that certain factors in the environment were influencing the subject's behavior. Residence area, as such, was not the primary consideration. If the subject engaged in lawless gang activity, or if a girl's promiscuity was presented in the record as a rather typical pattern for her age-mates, it was considered that "neighborhood milieu" played a part. Contrarily, unmanageability of the child by parents, hyperactivity, or delinquent acts not connected with a group were not considered or scored "yes" under this variable.

Mother worked outside of home during major portion of preschool and/or school life: School entry marked the dividing point between preschool and school life, and major portion was defined as any amount over one-half of either period.

Tables 64 through 67 summarize the data obtained on these home environment variables.

Subject behavior

Some evidences of preschool and regular school behavior of the subjects were obtained on ten variables. These were:

TABLE 64

DSC HOME ENVIRONMENT

Variables	White Male (N=83)		Negro Male (N=52)		White Female (N=36)		Negro Female (N=29)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
S. neglected preschool . . .	16	19.3	10	19.2	6	16.7	4	13.8	36	18.0
Lack superv. school age . .	18	21.7	15	28.8	8	22.2	9	31.0	50	25.0
Financial aid req'd. . .	32	38.6	32	61.5	16	44.4	14	48.3	94	47.0
Father inad. adj. pattern .	23	27.7	12	23.1	12	33.3	6	20.7	53	26.5
Mother inad. adj. pattern .	27	32.5	11	21.2	9	25.0	7	24.1	54	27.0
Fa. drinking problem	10	12.0	1	1.9	4	11.1	3	10.3	18	9.0
Mo. drinking problem	1	1.2			1	2.8	2	6.9	4	2.0
P. sex behavior deviated	4	4.8	11	21.2	2	5.6	5	17.2	22	11.0
Parent(s) overprotective	22	26.5	8	15.4	7	19.4	5	17.2	42	21.0
Inconsistent pressures on S.	14	16.9	6	11.5	5	13.9	2	6.9	27	13.5

TABLE 64 (Continued)

Variables	White Male (N=83)		Negro Male (N=52)		White Female (N=36)		Negro Female (N=29)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Social milieu contr. adj. prob. . .	11	13.3	10	19.2	4	11.1	4	13.8	29	14.5
Mo. work major portion presch. .	7	8.4	9	17.3			2	6.9	18	9.0
Mo. work major portion in-sch. .	13	15.7	8	15.4	7	19.4	6	20.7	34	17.0

TABLE 65

NUMBER OF DSC SUBJECTS RECEIVING NEGATIVE RATINGS ON THE THIRTEEN HOME ENVIRONMENT VARIABLES AND NUMBER OF SUCH RATINGS PER INDIVIDUAL

No. of Negative Ratings	White Male (N=83)		Negro Male (N=52)		White Female (N=36)		Negro Female (N=29)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
9–13									0	0.0
8	2	2.4	2	3.8	1	2.8			5	2.5
7			2	3.8	3	8.3			5	2.5
6	6	7.2	4	7.6			2	6.9	12	6.0
5	10	12.0	3	5.8	1	2.8	1	3.4	15	7.5
4	6	7.2	3	5.8	4	11.1	5	17.2	18	9.0
3	14	16.9	7	13.5	4	11.1	4	13.8	29	14.5
2	12	14.5	4	7.7	8	22.2	7	24.1	31	15.5
1	9	10.8	17	32.7	6	16.7	7	24.1	39	19.5
0	24	28.9	10	19.2	9	25.0	3	10.3	46	23.0
Totals	83	99.9	52	100.0	36	100.0	29	99.8	200	100.0
Means		2.42		2.44		2.33		2.41		2.41

TABLE 66

WCTS HOME ENVIRONMENT

Variables	White Male (N=93)		Negro Male (N=34)		White Female (N=46)		Negro Female (N=27)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
S. neglected preschool . . .	9	9.7	7	20.6	6	13.0	5	18.5	27	13.5
Lack superv. school age . .	24	25.8	16	47.1	13	28.3	14	51.9	67	33.5
Financial aid req'd. . .	35	37.6	19	55.9	18	39.1	17	63.0	89	44.5
Father inad. adj. pattern .	33	35.5	12	35.3	16	34.8	13	48.2	74	37.0
Mother inad. adj. pattern .	28	30.1	13	38.2	16	34.8	9	33.3	66	33.0
Fa. drinking problem	25	26.9	4	11.8	13	28.3	2	7.4	45	22.5
Mo. drinking problem	6	6.5	3	8.8	3	6.5	3	11.1	15	7.5
P. sex behavior deviated	19	20.4	13	38.2	9	19.6	11	40.7	52	26.0
Parent(s) overprotective	7	7.2	3	8.8	1	2.2	1	3.7	12	6.0
Inconsistent pressures on S.	3	3.2	1	2.9	1	2.2			5	2.5

TABLE 66 (Continued)

Variables	White Male (N=93)		Negro Male (N=34)		White Female (N=46)		Negro Female (N=27)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Social milieu contr. adj. prob. . .	17	18.3	16	47.1	6	13.0	15	55.6	54	27.0
Mo. work major portion presch. .	5	5.4	2	5.9	4	8.7	2	7.4	13	6.5
Mo. work major portion in-sch. .	16	17.2	4	11.8	13	28.3	5	18.5	38	19.0

TABLE 67

NUMBER OF WCTS SUBJECTS RECEIVING NEGATIVE RATINGS ON THE THIRTEEN HOME ENVIRONMENT VARIABLES AND NUMBER OF SUCH RATINGS PER INDIVIDUAL

No. of Negative Ratings	White Male (N=93)		Negro Male (N=34)		White Female (N=46)		Negro Female (N=27)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
10					1	2.2			1	0.5
9	1	1.1			1	2.2	1	3.7	3	1.5
8			2	5.9	1	2.2	1	3.7	4	2.0
7	4	4.3	2	5.9	1	2.2	2	7.4	9	4.5
6	6	6.5	4	11.8	1	2.2	1	3.7	12	6.0
5	8	8.6	4	11.8	4	8.7	4	14.8	20	10.0
4	17	18.3	5	14.7	4	8.7	4	14.8	30	15.0
3	10	10.8	2	5.9	11	23.9	5	18.5	28	14.0
2	11	11.8	6	17.6	5	10.9	5	18.5	27	13.5
1	20	21.5	7	20.6	7	15.2	3	11.1	37	13.5
0	16	17.2	2	5.9	10	21.7	1	3.7	29	14.5
Totals	93	100.1	34	100.1	46	100.1	27	99.9	200	100.0
Means		2.72		3.5		2.74		3.74		2.99

1. Parents reported that subject was difficult to control as an infant or preschool child.
2. Child truant from home on one or more occasions.
3. Parents, neighbors, school, or community authorities had shown concern over subject's sexual precocity or deviations.
4. Enuresis continued into school-age period.
5. Cruelty toward other children or animals had been noted.
6. Regarded as beyond disciplinary control by one or both parents in precommitment period.
7. Precommitment delinquency record.
8. School truancy had been recognized as a problem by school or family.
9. Hyperactive, restless, short attention span in school.
10. Poor work habits in school; needed constant supervision.

Following are definitions of the terms used in this section.

Parents report subject difficult to control: A "yes" answer to this item required that the parents had actually reported the child as being difficult to control. It related to areas where the child did not learn to inhibit his activity at the proper time in growth, and so required excessive supervision. The item did not refer merely to difficulty in controlling some specific symptom such as enuresis. It referred, rather, to a character trait of impulsivity or resistance to training that made the adults' task seem very strenuous.

Truant from home on one or more occasions: A "yes" answer was recorded if the parents reported that the child ran away from home, or if there was a record of a police teletype on the child.

Parents . . . show concern over sexual precocity or deviations: A "yes" finding required that there was a report of such an instance in the file.

Enuresis continued into school-age period: Self-explanatory.

Cruelty toward other children or animals noted: The element of cruelty, not mere aggressiveness, was required to be present here. Fighting, even repeatedly, and with weapons of some nature, was not to be considered unless there was disparity in size and ability to the extent that cruelty was the only alternative reason consistent with the action. It was recorded as "no" unless there was an anecdotal notation or repeated categorizations in the subject's record.

Regarded as beyond disciplinary control by one or both parents in precommitment period: The duration of this period was limited to the time from regular school entry until special class entry. The category was limited to behavior items, especially obedience, which would seem to have been amenable to disciplinary action. Parents must have regarded the child as beyond their control.

Precommitment delinquency record: When there was a notation in the child's record that he had been in the Juvenile Detention Home, except as a police witness, had been placed on probation, or otherwise had been the object of official action, this item was scored "yes."

School truancy has been recognized as a problem by school or family: A notation in the child's record to this effect was sufficient.

Hyperactive, restless, short attention span in school: This item referred to impulsive, chronic hyperactivity. The aggressive child with delinquent tendencies or hostile attitude was not generally included. It was limited to the type of child whose misbehavior would seem, in a sense, to have been unintentional, one who appeared unable to sit still, to control each fleeting impulse or to maintain his attention on any one subject except momentarily.

Poor work habits in public school: needs constant supervision: Notes in the record to this effect required; otherwise, self-explanatory.

Tables 68 through 71 summarize the data obtained on these subject behavior variables.

Summary of family background characteristics

It is impossible to measure accurately the impact of the conditions previously described upon individual children. However, some idea of the total number of such conditions which affected each child in the two samples might prove helpful in the development of a deeper understanding of their problems and the conditions under which they lived.

Tables 72 and 73 show the number of individuals receiving negative ratings in the three areas of family continuity, family characteristics, and home environment, and the number of negative ratings received per individual.

It will be noted in Table 72 that 26 of the subjects had ten or more situations in their family background that would ordinarily be considered detrimental, and that 117 had five or more such situations each.

In other words, a WCTS child, selected at random, was more likely than not to have experienced five or more of the various types of family pathology delineated in the previous sections of this chapter. Some illustrative individual case profiles are given below.

1. White female. Break in mother and father relationships both before and after four years of age. The mother

TABLE 68

SUBJECT BEHAVIOR—DSC

Variables	White Male (N=83)		Negro Male (N=52)		White Female (N=36)		Negro Female (N=29)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
S. diff. to control inf. or presch.	6	7.2	2	3.8	4	11.1	1	3.4	13	6.5
Truant from home	9	10.8	2	3.8	1	2.8	2	6.9	14	7.0
Sexual precocity or deviations	3	3.6	5	9.6	1	2.8	5	17.2	14	7.0
Enuresis cont. into sch. age	9	10.8	6	11.5	5	13.9	1	3.4	21	10.5
Cruelty noted	14	16.7	11	21.2	1	2.8	2	6.9	28	14.0
Beyond disciplinary control	15	18.1	7	13.5	6	16.7	3	10.3	31	15.5
Precommitment delinquency record	15	18.1	12	23.1	5	13.9	5	17.2	37	18.5
School truancy recog. as problem	25	30.1	15	28.8	4	11.1	3	10.3	47	23.5

TABLE 68 (Continued)

Variables	White Male (N=83)		Negro Male (N=52)		White Female (N=36)		Negro Female (N=29)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Hyperactive, restless	28	33.7	18	34.6	9	25.0	12	41.4	67	33.5
Poor work habits	42	50.6	25	48.1	11	30.5	16	55.2	94	47.0

TABLE 69

NUMBER OF DSC SUBJECTS RECEIVING NEGATIVE RATINGS ON THE TEN BEHAVIOR VARIABLES, AND NUMBER OF SUCH RATINGS PER INDIVIDUAL

No. of Negative Ratings	White Male (N=83)		Negro Male (N=52)		White Female (N=36)		Negro Female (N=29)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
9–10									0	0.0
8			1	1.9					1	0.5
7	3	3.6	2	3.8					5	2.5
6	3	3.6	1	1.9	1	2.8			5	2.5
5	4	4.8	4	7.7			1	3.4	9	4.5
4	11	13.3	1	1.9	2	5.6	4	13.8	18	9.0
3	7	8.4	9	17.3	6	16.7	4	13.8	26	13.0
2	13	15.7	10	19.2	5	13.9	7	24.1	35	17.5
1	19	22.9	6	11.5	7	19.4	3	10.3	35	17.5
0	23	27.7	18	34.6	15	41.6	10	34.5	66	33.0
Totals	83	100.0	52	99.8	36	100.0	29	99.9	200	100.0
Means		2.04		2.02		1.36		1.72		1.86

TABLE 70

SUBJECT BEHAVIOR—WCTS

Variables	White Male (N=93)		Negro Male (N=34)		White Female (N=46)		Negro Female (N=27)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
S. diff. to control inf. or presch. . .	8	8.6			2	4.3			10	5.0
Truant from home	18	19.4	10	29.4	9	19.6	14	51.9	51	25.5
Sexual precocity or deviations . .	10	10.8	6	17.6	9	19.6	14	51.9	39	19.5
Enuresis cont. into sch. age . . .	9	9.7	4	11.8	8	17.4	3	11.1	24	12.0
Cruelty noted	6	6.6	2	5.9			2	7.4	12	6.0
Beyond disciplinary control	40	43.0	25	73.5	24	52.2	18	66.7	107	53.5
Precommitment delinquency record	27	29.0	16	47.1	11	23.9	13	48.2	67	33.5
School truancy recog. as problem . .	38	40.9	11	32.4	7	15.2	6	22.2	62	31.0

TABLE 70 (Continued)

Variables	White Male (N=93)		Negro Male (N=34)		White Female (N=46)		Negro Female (N=27)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Hyperactive, restless	27	29.0	9	26.5	1	2.2	5	18.5	42	21.0
Poor work habits	63	67.8	28	82.3	19	41.3	19	70.4	129	64.5

TABLE 71

NUMBER OF WCTS SUBJECTS RECEIVING NEGATIVE RATINGS ON THE TEN BEHAVIOR VARIABLES, AND NUMBER OF SUCH RATINGS PER INDIVIDUAL

No. of Negative Ratings	White Male (N=93)		Negro Male (N=34)		White Female (N=46)		Negro Female (N=29)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
9–10									0	0.0
8	2	2.1							2	1.0
7	2	2.1					1	3.7	3	1.5
6	5	5.4	2	5.9	1	2.2	3	11.1	11	5.5
5	6	6.4	6	17.6	4	8.7	6	22.2	22	11.0
4	14	15.1	7	20.6	6	13.0	6	22.2	33	16.5
3	19	20.4	10	29.4	9	19.6	2	7.4	40	20.0
2	19	20.4	7	20.6	5	10.9	3	11.1	34	17.0
1	16	17.2	2	5.9	7	15.2	5	18.5	30	15.0
0	10	10.7			14	30.4	1	3.7	25	12.5
Totals	93	99.8	34	100.0	46	100.0	27	99.9	200	100.0
Means		2.76		3.41		2.04		3.56		2.81

TABLE 72

NUMBER OF WCTS SUBJECTS RECEIVING NEGATIVE RATINGS IN THE THREE FAMILY BACKGROUND AREAS, AND NUMBER OF SUCH RATINGS PER INDIVIDUAL

No. of Negative Ratings	White Male (N=93)		Negro Male (N=34)		White Female (N=46)		Negro Female (N=27)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Over 10	5	5.4	5	14.7	4	8.7	4	14.8	18	9.0
10	3	3.2	1	2.9			4	14.8	8	4.0
9	2	2.1	1	2.9	2	4.3	1	3.7	6	3.0
8	10	10.8	4	11.8	4	8.7	2	7.4	20	10.0
7	12	12.9	4	11.8	5	10.9	6	22.2	27	13.5
6	9	9.7	4	11.8	2	4.3	1	3.7	16	8.0
5	8	8.6	2	5.9	10	21.7	2	7.4	22	11.0
4	12	12.9	2	5.9	7	15.2	4	14.8	25	12.5
3	9	9.7	9	26.5	4	8.7	1	3.7	23	11.5
2	10	10.8	2	5.9	3	6.5	1	3.7	16	8.0
1	8	8.6			2	4.3	1	3.7	11	5.5
0	5	5.4			3	6.5			8	4.0
Totals	93	100.1	34	100.1	46	99.8	27	99.9	200	100.0
Means		4.99		6.21		5.35		7.22		5.58

TABLE 73

NUMBER OF DSC SUBJECTS RECEIVING NEGATIVE RATINGS IN THE THREE FAMILY BACKGROUND AREAS, AND NUMBER OF SUCH RATINGS PER INDIVIDUAL

No. of Negative Ratings	White Male (N=83)		Negro Male (N=52)		White Female (N=36)		Negro Female (N=29)		Totals (N=200)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Over 10	1	1.2	2	3.8					3	1.5
10					3	8.3	1	3.4	4	2.0
9	1	1.2	3	5.8			1	3.4	5	2.5
8	4	4.8	5	9.6	1	2.8	1	3.4	11	5.5
7	8	9.6	2	3.8	3	8.3	2	6.9	15	7.5
6	8	9.6	5	9.6	2	5.6	4	13.8	19	9.5
5	11	13.3	2	3.8	3	8.3	3	10.3	19	9.5
4	9	10.8	7	13.5	4	11.1	4	13.8	24	12.0
3	7	8.4	7	13.5	5	13.9	5	17.2	24	12.0
2	9	10.8	13	25.0	4	11.1	5	17.2	31	15.5
1	7	8.4	6	11.5	8	22.2	3	10.3	24	12.0
0	18	21.7			3	8.3			21	10.5
Totals	83	99.8	52	99.9	36	99.9	29	99.7	200	100.0
Means		3.53		4.33		3.69		4.28		3.87

was known to be promiscuous and alcoholic, was separated from her family for long periods, and had a police record as a disorderly person. The father had a police record for being drunk and disorderly, violation of probation, assault and battery, nonsupport, and violations of city sanitary ordinances, and was known to be promiscuous. The children were neglected, left alone for long periods, and were observed foraging from garbage cans for food. The family required welfare assistance. The mother (IQ, 64) and two siblings were definitely retarded, one in the WCTS.

2. White female. Illegitimate (one of two born to her mother) and born outside natural family. Was with her own mother for two years, then placed in a series of boarding homes. The mother had a reported IQ of 43, and was later declared insane and placed in a state mental hospital. Two of the subject's half siblings and one full sibling had been committed to the Training School. Two of them had extensive juvenile records.

3. Negro male. Illegitimately born to a mother twice hospitalized as a manic depressive. She had had one bigamous marriage, several common-law relationships, and a host of illicit relationships; was engaged in an illegal occupation. Subject did not have any single father figure long enough to establish any relationship, and said he preferred being in the Juvenile Detention Home to being with his mother. One brother was retarded, one in prison, and a sister was in the state school for girls.

4. Negro female. Subject lived with her natural mother until about four and one-half years of age. Then lived with a friend of the father who lived with him intermittently and who later married him. There were frequent breaks in this relationship, during which the father was in prison, living in the South, or with other women. The mother was feeble-minded and had been committed to the state school for such, from which she absconded; whereabouts unknown. The father had an extensive police record, was alcoholic and used marijuana, and subjected the subject to severe drunken beatings.

Table 73 shows the number of family background problems encountered by the DSC group. In this case exactly one-half of the group had four or more each. In other words, we could assume that any Detroit Special Class child, selected at random from the group contemporary with those in our sample, would have an even chance of having experienced four or more of the types of problems discussed in this chapter.

A discussion of the relationship of family background factors to other variables will be found in a later section of this report.

Uncorrected Physical Defects—Detroit Special Class Sample

Provision is made on the Progress Record for a listing of uncorrected physical defects which the teachers discover during routine yearly screenings of all pupils.

These records for the 135 males in the DSC group[1] were examined, and all notations of defects tabulated according to type, frequency of mention, and the number of different defects noted per individual. Table 74 shows those defects listed as affecting more than ten individuals each.

---

[1] A large number of the Training School subjects had an earlier history in the Detroit Special Classes and would be presumed to show about the same degree of physical problems. However, as soon as they came under the Training School medical service, uncorrected physical defects—in the sense they were encountered in the Detroit Special Class sample—were no longer present. The females were not included, as, due to the small number entering the competitive labor market, the relationship of physical defect to vocation could not be reliably determined.

TABLE 74

UNCORRECTED PHYSICAL DEFECTS AFFECTING MORE THAN TEN INDIVIDUALS IN THE DSC MALE SAMPLE, AND NUMBER OF SUBJECTS WITH EACH DEFECT

Defect	White Male	Negro Male	Totals
Tonsil and/or adenoid enlargement . .	39	27	66
Carious teeth	33	20	53
Vision defect	16	14	30
Speech defect	13	7	20
Glandular enlargement	12	3	15
Underweight	10	4	14

In addition, the following were mentioned as defects requiring attention in from two to ten individuals: hearing problem or ear infections, malnutrition, overweight, postpolio involvements, throat infection, brain injury, nasal condition, cerebral palsy, and skin disease. Rickets, diabetes, low vitality, poor muscle stability, heart conditions, asthma, and "dizzy spells" were each mentioned as affecting one individual.

Most of the individuals had more than one defect that was indicated as being uncorrected, and one had seven defects listed: vision and speech problems, carious teeth, enlarged tonsils, gross overweight, a nasal condition, and poor muscle stability. Although this boy made a good adjustment in the protected school climate, he had never looked for a job up to the time of the study, and was still living at home entirely supported by his parents.

Table 75 shows the numbers and percentages of individuals having uncorrected physical defects, by number of defects noted per individual.

From this table we find that forty-three individuals, or 31.8 percent of the total, had three or more defects uncorrected; and fifty-six individuals, or 41.5 percent, were mentioned as having one or two defects.

A further examination of the Progress Records showed that many individuals had been noted as having the same uncorrected defect year after year. Table 76, for instance, shows that three individuals had had the same uncorrected defect noted for seven years, and that fifty-five had had such a defect noted in two different years.

In view of the fact that the mean length of time spent in the special class was only 7.5 semesters, or slightly over three and

TABLE 75

NUMBERS AND PERCENTAGES OF DSC MALES HAVING UNCORRECTED PHYSICAL DEFECTS—BY NUMBER OF DEFECTS NOTED PER INDIVIDUAL

No. of Defects Listed	White Male (N=83)		Negro Male (N=52)	
	No.	Pct.	No.	Pct.
7	1	1.2		
6	3	3.6	2	3.8
5	0	0.0	0	0.0
4	9	10.8	1	1.9
3	12	14.5	15	28.8
2	27	32.5	12	23.0
1	9	10.8	8	15.4
0	22	26.5	14	26.9
Totals	83	99.9	52	99.8
Means		1.93		1.79

TABLE 76

DEFECT UNCORRECTED FOR TWO OR MORE YEARS

No. of Years Defect Noted	No. of Individuals with Defect
7	3
6	3
5	11
4	9
3	36
2	55

one-half years, it would appear that a high proportion of the subjects had defects uncorrected during their entire term in the special class.

An effort was made to determine the degree to which childhood physical problems had continued into young adulthood and had caused difficulty in obtaining or keeping jobs.

The subjects' developmental records were searched for evidence of such problems, and those which met the criteria below were listed, according to whether they affected the child in his preschool, regular school, and/or special class life. Attendance at any of the Detroit special schools for crippled, epileptic, or deaf or hard-of-hearing children, or enrollment in classes for the blind or partially seeing were considered as evidence of a physical problem. Notations of restricted physical activity for a considerable period, upon medical advice, or of attendance in open air or open window classes (for children with lowered vitality, postpolio and rheumatic fever cases, et cetera) were also accepted for this classification.

Otherwise, vision problems were usually limited to cases with 20/50 vision with nystagmus or 20/70 without. Also accepted were cases of failure to adjust to a hearing aid, if such failure resulted in real limitation to the wearer. Hearing aid wearers who adjusted well to their instruments were not considered in this category. In addition, such other physical conditions were accepted as seemed—in view of the records and the phychologists' knowledge of school health problems—to have caused considerable difficulty for individual subjects.

None of these conditions were mentioned to the parents of the subjects, in order that no element of suggestion might enter the interview situation. However, each interviewee was specifically asked if the subject had any physical problem, handicap, or illness that had caused any difficulty in his vocational life; specifically, in getting or holding a job.

The results of this inquiry, in regard to the white males, are presented in Table 77.[1] It may be noted from the table that the psychologists noted seventeen cases of earlier presumed handicap which were either not present at the time of the interview or which were of insufficient importance to the interviewee to cause their mention. On the other hand, the interviewee noted twelve instances of physical handicap or illness which were either entirely absent from the records or not noted sufficiently in them to cause their inclusion by the readers, or which had developed or had been first noted after the subject left school. In seventeen cases both interviewee and reader noted handicaps for the same individual, though the handicapping problems mentioned were not always or necessarily identical.

Further information may be gained by noting the interviewee's responses to the question stated earlier regarding whether the subject had a health problem which caused difficulty in getting or keeping jobs. These notations appear in Table 78.

It will be noted that twenty-eight responses were made by the interviewee in regard to physical problems causing difficulty for these retarded subjects. This represents 33.7 percent of the white male sample. In contrast, and possibly pointing up the severity of the physical problem among the retarded, only three, or 7.3 percent,

---

[1] The only apparent difference between the white and Negro groups was that the Negroes reported a handicapping difficulty less often.

TABLE 77

PHYSICAL PROBLEMS RATED AS SEVERE ENOUGH TO CAUSE DIFFICULTY TO THE SUBJECT—DSC WHITE MALES

Case No.	Noted by Psychologists from Study of Clinical Records			Noted by Parent or Subject at Time of Interview		
	Pre-school	Regular School	Special School	Ortho-pedic	Organic	Illness
55				×		
56		×	×			
57	×	×	×			
58			×			×
60			×			
62	×	×	×			×
65		×				
67					×	
68	×	×	×		×	
69		×	×			
71	×		×		×	
72					×	
75						×
76	×	×	×			
78	×	×				

TABLE 77 (Continued)

Case No.	Noted by Psychologists from Study of Clinical Records			Noted by Parent or Subject at Time of Interview		
	Pre-school	Regular School	Special School	Ortho-pedic	Organic	Illness
79		×	×	×		
80		×	×			
81			×			
82		×			×	
87	×	×	×		×	
88	×	×	×	×		
89					×	
91	×	×	×			
92	×	×	×	×		
94		×	×	×	×	
95	×					
96		×		×	×	×
101		×	×		×	
104					×	
109	×	*×	×	×	×	×
110						×

TABLE 77 (Continued)

Case No.	Noted by Psychologists from Study of Clinical Records			Noted by Parent or Subject at Time of Interview		
	Pre-school	Regular School	Special School	Ortho-pedic	Organic	Illness
113						×
114	×	×				
118		×	×			
119	×	×	×	×	×	×
121		×	×			
122	×	×	×		×	
123		×				
124	×					
125	×	×			×	
127						×
128						×
129	×	×	×			
131						×
134					×	
135	×	×	×		×	

TABLE 78

INTERVIEWEE'S NOTATION OF SUBJECTS' PHYSICAL PROBLEMS THAT WERE VOCATIONAL HANDICAPS —DSC WHITE MALES

Case No.	Problem Causing Difficulty
55	Collar bone broken; jumps out of place.
58	Rupture; bothers occasionally.
62	Size only handicap in getting job (verified in records).
67	Enlarged heart; told so at Marine Hospital when examined for boat job.
68	Birth injury (verified in records).
71	Speech defect (bad), poor coordination (verified in records).
72	Poor eyes, nervous condition, hernia.
75	Hospitalized in Army; scar tissue on lungs.
79	Polio; left foot crippled (verified in records).
82	Poor eyesight.
87	Glandular problem and otitis media (glandular problem verified in records).
88	Cerebral palsy, brain injury (verified in records).
89	Thyroid trouble.
92	Right arm and leg, polio at six months (C.P. verified in records).

TABLE 78 (Continued)

Case No.	Problem Causing Difficulty
94	Short, 5'2"; speech, couldn't form words; couldn't hear well (verified in records).
96	Polio and meningitis when a youngster; epilepsy developed when he was about fifteen; he has a seizure every nine or ten months (verified in records).
101	Speech impediment, hard of hearing; result of mastoid infection (verified in records).
104	Glandular disorder and poor vision.
109	Deformed feet; nervous; obese, 250 pounds; pneumonia a number of times; lots of sickness.
110	Shot through back on a hunting trip; complete recovery.
119	Severe curvature; hearing trouble; cleft palate operation; teeth extracted; ulcers (verified congenital hearing problem, mild hydrocephaly, and operation).
122	Skin disease—had only one layer (ichthyosis verified in records).
125	Bad ears when young; all right now (verified in records).
127	Nervous condition; breaks out in rash.
128	Speech defect; stutters.
131	Accident when eight or nine years old caused head injuries which now cause headaches.
134	Rheumatic fever; no complications.
135	Wears glasses; poor coordination (verified—cretinoid hypothyroid).

of the DRG white male subjects were reported as having a physical problem that could be considered as handicapping. There was one case each of poor vision, ulcers (controlled by diet), and an orthopedic defect from birth.

It is readily apparent from the foregoing data that the health problem among the retarded is one of considerable magnitude. The case history files at the Detroit Public Schools Psychological Clinic and the Wayne County Training School are replete with notations concerning remedial defects which remained uncorrected, and dangerous and communicable diseases which remained untreated, through lack of concern on the part of the individuals involved and lack of authority and facilities on the part of the social agencies involved.

Much remains to be done in this field before society can claim that it is meeting the basic health requirements of its retarded members.

Juvenile Offenses—Males

Data on juvenile offenses were gathered as to numbers and types of offenses committed and their dispositions. The data were obtained from Youth Division and Woman's Division records of the Detroit Police Department, the Wayne County Juvenile Court, the Michigan State Police Identification Bureau, and, wherever possible, from police departments where the subjects had lived outside of Detroit. Data are included for ages ten through sixteen, an age range which accounts for approximately 95 percent of juvenile violations in Detroit (Landeau, 1956).

Table 79 shows the number of children in the male subgroup for whom offenses were recorded, and the number of offenses committed.

It will be noted that there is a very considerable range of difference in the percentage of delinquency in the different groups. The Wayne County Training School group showed the highest overall percentage, but this was an expected fact, as the degree to which individuals in this group had become community problems was often one of the components which entered into the commitment decision. The difference in delinquency between the WCTS and DSC groups was significant at the .03 level and between the WCTS and DRG groups at the .02 level. Between the DSC and DRG groups, there was no significant difference.

In contrast, only one of the DRG Negro girls (this group had the lowest delinquency rate) had any record. At age fourteen years a charge of incorrigibility was entered on this girl, and the case was adjusted by the Women's Division of the Detroit Police Department. It might be appropriate to remark here that this group also had the lowest adult police record; this same subject being the only one of her group involved. At age seventeen years ten months, she was sentenced to jail for thirty days for contributing to the delinquency of a minor.

There was a significant difference in delinquency between the male WCTS whites and Negroes (P = .01). The difference between the DSC male groups was significant just below the .05 level, and there was no significance between the groups in the DRG sample.

The percentage figures given in Table 79 must not be interpreted as showing a "delinquency rate." Rather, they show the total percentage of the sample that ever became police contacts

TABLE 79

NUMBER OF MALES COMMITTING JUVENILE OFFENSES, AND NUMBER OF OFFENSES PER PERSON

Offenses	WCTS		DSC		DRG	
	White	Negro	White	Negro	White	Negro
1........	12	6	10	11	4	4
2........	8	1	8	3	6	3
3........	3	7	1	5	1	2
4........	2	3	3	1		1
5........	2	2	1			2
6........	3			1		
7........	4	1	1	1		
8........	2		1	1		
9........	1			1		
10 or more.	4	6	2	2		
Total No...	41	27	27	26	11	12
Pct. of sample....	44.1	79.4	32.5	50.0	26.8	46.2

because of a verified offense. The question arises, however, as to delinquency rates in these samples and their comparison with the delinquency rate in the general youth population.

The Youth Bureau of the Detroit Police Department reports that the average delinquency rate for boys ten through sixteen, for the years 1949 through 1952, was 4.8.[1] That is, 4.8 boys per 100 in this age group were contracted each year for a verified offense. The comparable figure for the Detroit Special Class group for these years was 10.5,[2] and for the Detroit Regular Grade group it was 7.8.

These data lead us to conclude that while the delinquency rates for the Detroit sample groups were approximately double that of the general Detroit male youth population, intelligence per se was not necessarily the only causative factor. Rather, inasmuch as the regular grade comparison group showed a considerably higher rate than did the general population, we can conclude that this difference might also be a reflection of the general societal pattern of the persons coming from the geographic areas from which the majority of the Special Class and Regular Grade samples were drawn.

Over 115 different types of offenses, exclusive of traffic violations, were charged against the subjects in the three samples. These were classified under ten headings as follows: (a) unlawful use, auto; (b) unlawful entry; (c) thefts from the person; (d) thefts, other; (e) injury to person; (f) sex misconduct; (g) acts of mischief; (h) creating disturbance; (i) liquor, narcotics, and gambling violations; and (j) miscellaneous and unclassified offenses.

---

[1] Private communication from Youth Bureau statistician.

[2] The rate for the WCTS group was not computed. Due to institutionalization, it would have been relatively meaningless.

The complete classification is presented in Table 80, which follows, so that the reader may more easily interpret the tables on nature of offenses and see the wide variety of offenses with which the subjects in the study were charged. The writers share full responsibility for this classification, and while they consulted the uniform crime-reporting codes, as used by the Federal Bureau of Investigation and the Detroit Police Department, and a codification of the criminal code in force in Michigan, they believe it more adequately presents the facts here encountered than one of the mentioned codes would have done.

The placement of "carrying concealed weapons" in the category of Injury to Person should be explained.

While it is natural to assume that a person carrying a concealed weapon might expect to use it in robbery, there are persons in certain metropolitan areas who would not venture onto the street, especially at night, without some means of defense. However, the possession of a weapon necessarily implies its potential use against another person, with consequent injury. The investigators, under these circumstances, considered that the probable personal injury element in this offense was more heavily weighted than the theft element, and placed the offense accordingly.

Some may not agree, likewise, with the placement of some items in the Acts of Mischief and Creating Disturbance categories. The primary differentiation between the two was the degree to which the person committing the offense could do so without involving others. In general, those offenses listed as Acts of Mischief could be

4

TABLE 80

CLASSIFICATION—LAW VIOLATIONS

Unlawful Use, Auto

Unlawfully driving away
Theft
Unlawfully using
Using without owner's permission

Unlawful Entry

Breaking and entering, undifferentiated
Breaking and entering, barn
Breaking and entering, business place, day
Breaking and entering, dwelling
Breaking and entering, grocery store
Breaking and entering, school
Breaking and entering, auto
Breaking and entering, box car
Breaking and entering, business place, night
Breaking and entering, garage
Breaking and entering, news stand
Entering without breaking

Thefts from Person

Extortion*
Larceny from a person
Robbery, armed
Holdup*
Purse-snatching
Robbery, unarmed

Thefts, Other

Burglary, simple*
Larceny, bicycle
Larceny, canoe
Larceny, from an auto
Larceny, building
Larceny, dwelling

---

*Indicates charge on which no juveniles in this study were held. They are included here so that this list may be used for reference when adult violations are discussed.

TABLE 80 (Continued)

Thefts, Other (continued)

- Larceny, garage
- Larceny, school
- Larceny, store
- Larceny from a truck
- Possession of stolen property (includes money)*
- Shoplifting
- Larceny, unspecified
- Fraud*
- Larceny, grand
- Larceny, simple
- Larceny by trick
- Pilfering
- Receiving stolen property (includes money)
- Uttering and publishing*
- Larceny from ship
- Passing counterfeit money*

Injury to Person

- Assault (aggressive)
- Carrying concealed weapon
- Homicide*
- Shooting
- Strong-arming
- Assault and battery
- Felonious assault (with deadly weapon, with intent to kill, with intent to do great bodily harm, etc.)

Sex Misconduct

- Accosting and soliciting
- Disorderly person (sex)*
- Illegal occupation (sex)*
- Indecent exposure
- Molesting
- Prowler
- Sexual offense, unspecified*
- Window-peeping
- Gross indecency
- Contributing to the delinquency of a minor
- Immoral act
- Indecent liberties
- Possession of obscene cards
- Rape (includes statutory rape)
- Sodomy
- Criminal assault and carnal abuse

---

*Indicates charge on which no juveniles in this study were held.

TABLE 80 (Continued)

Acts of Mischief

Shooting of BB gun
False report (of a crime)
Incorrigible
Loitering at a place of illegal occupation*
Truant from regular school
Runaway
Vagrancy
Violation of juvenile code, unspecified
Wayward minor
Habitual truant
False alarm, fire
Possession of fireworks
Loitering
Missing from home (includes truant from, etc.)
Truant (or escape) from correctional school
Violation of city ordinance, unspecified
Teletype (missing)
Malicious destruction of property

Creating Disturbance

Disorderly conduct
Fight
Street fight
Disorderly person (nonsex)
Gang fight
Disturbing the peace

Liquor, Narcotics, Gambling Violations

Drunk (includes drinking)
Furnishing alcoholic beverages to minor*
State drug law
Engaging in illegal occupation
Violation of state gambling laws
Using false credentials to obtain liquor
Possession of alcoholic beverages*
Narcotics, unspecified*
Violation of state narcotics law

Miscellaneous

Accident
Arson

---

*Indicates charge on which no juveniles in this study were held.

TABLE 80 (Continued)

Miscellaneous (continued)

Aiding juvenile in detention home*
Investigation, unspecified*
Neglect of children*
Violation of parole*
Establish paternity
Cruelty to animals
Fugitive*
Attempted suicide or self-injury*
Nonsupport*
Violation of probation
Secure support*

---

*Indicates charge on which no juveniles in this study were held.

committed by a single individual, and would not necessarily involve any other participants or spectators. Those offenses listed in the Creating Disturbance category, in contrast, usually required at least spectators, and often, active participants in the offense.

Table 81 gives (a) the total number of offenses committed by each male subgroup in the study, (b) the number of individuals involved, (c) the percentage of each subgroup involved and the percentage of the total offenses which fell into each of the ten categories previously described.

Thus, from the column presenting data on WCTS white males, we learn that forty-one of the sample individuals, or 44.1 percent of the sample, committed offenses; that the total number of offenses committed by them was two hundred, of which 38.5 percent were classified as Acts of Mischief.

One of the points of interest in this table is the relative uniformity of the percentages of each subgroup's involvement in offenses of a particular category. The first two categories—Acts of Mischief and Thefts, Other—which accounted for 55 percent of all offenses, are examples.

Unlawful use of an auto might also be cited, with its percentages of 9, 9, 8, 8, 6, and 10, respectively, for the six groups.

Contrarily, the DRG Negro subjects showed a degree of aggressiveness, as exemplified by the percentages of their offenses in the categories of Thefts from the Person, Injury to Persons, and Sex Misbehavior, that was far in excess of that shown by the DSC and WCTS subjects.

Especially of note is the difference between the retarded and this normal subgroup in the comparative percentages of all their offenses which fell into the Thefts from the Person and Thefts, Other

TABLE 81

NATURE OF 587 JUVENILE (AGE BELOW 17-0) OFFENSES COMMITTED BY MALE SAMPLE SUBJECTS, SHOWING PERCENTAGES OF TOTAL NUMBER OF OFFENSES COMMITTED BY EACH GROUP, BY NATURE OF OFFENSES

Offense	Total No.	WCTS		DSC		DRG	
		White Male (N=41)	Negro Male (N=27)	White Male (N=27)	Negro Male (N=26)	White Male (N=11)	Negro Male (N=12)
Acts of mischief	197	38.5	33.6	24.1	37.4	43.7	10.0
Thefts, other	127	22.5	23.9	25.3	13.1	31.2	16.7
Unlawful entry	101	19.5	15.5	23.0	15.1	6.2	6.6
Unlawful use, auto	52	9.5	9.0	8.0	8.1	6.2	10.0
Injury, person	31	2.5	3.9	4.6	10.1		20.0
Thefts from person	31	2.0	8.4	2.3	7.1		16.7
Sex misbehavior	22	1.5	2.6	4.6	6.1		16.7
Miscellaneous	12	2.5	1.9	3.5		6.2	
Liquor, narcotics, gambling.	10	1.0	0.6	3.5	2.0	6.2	3.3
Creating disturbance . . .	4	0.5	0.6	1.1	1.0		
Totals	587	100.0	100.0	100.0	100.0	99.7	100.0
Pct. of persons offending . . .		44.1	79.4	32.5	50.0	26.8	46.2
No. of offenses committed . . .		200	155	87	99	16	30

categories. The retarded showed a very low percentage of thefts from the person, while other thefts usually accounted for about 25 percent of their offenses. The individuals in this normal subgroup, however, were apprehended for as many thefts from persons as they were for all other thefts, thus apparently exhibiting a measure of aggression generally lacking in the retarded samples.

While the number of cases and offenses in the comparison group was so small that it prohibits generalization, these results would seem to indicate a possible field for further investigation. The individual cases and their offenses are given in Table 82 so that the reader may note the general character of the offenses. Of interest is the fact that nine of the twelve subjects were involved in sex or injury-to-person aggressions, and that eighteen of the twenty-nine offenses were of this nature.

Dispositions

The different dispositions which were made in cases involving the subjects in this study numbered over eighty. These were classified under nine headings as follows: (a) dropped; (b) referred for further investigation; (c) referred for continued supervision; (d) referred to social agency; (e) placed on probation, fined, or incarcerated; (f) institutionalized; (g) miscellaneous; (h) no disposition noted; and (i) not guilty.

Again, the complete classification is presented on the pages that follow (Table 83) so that the reader may note the complexity and range of social services that were employed in attempts to

TABLE 82

SPECIFIC OFFENSES COMMITTED BY DRG NEGRO SUBJECTS

Case	Offense	Case	Offense
A	Larceny, simply	I	Felonious assault Molesting Shooting
B	Carrying concealed weapon		
C	Shooting with BB gun	J	Rape Robbery armed Immoral act Possessing obscene cards
D	Indecent exposure		
E	Malicious destruction of property Aggressive assault	K	Assault Attempted larceny Larceny, person Larceny, auto Attempted felonious assault
F	Robbery armed Illegal occupation		
G	Teletype (missing) Breaking and entering, dwelling	L	Robbery, not armed Unlawfully using auto Unlawfully driving away auto Robery armed
H	Larceny, store Breaking and entering, dwelling Shoplifting		

TABLE 83

CLASSIFICATION—DISPOSITIONS

Case Dropped After Investigation

- Complainant refused to prosecute
- Canceled
- Complaint refused
- Discharged
- Insufficient evidence
- No case
- Petition dismissed
- Reprimand
- Unofficial hearing
- Visits
- Adjusted (Women's Division)
- Referred to chaplain
- Warrant refused
- Dismissed (all types)
- Located
- Overage
- Released
- Referred to teacher
- Warned and released
- Referred to attendance officer

Referred for Further Investigation

- Military Police
- Youth Bureau
- Juvenile Division
- Women's Division
- Other court
- Crime Prevention Bureau
- Police Department, other city
- Supplementary petition

Referred for Continued Supervision

- Parole officer
- Probation officer
- WCTS convalescent status supervisor

Referred to Social Agency

- Aid to Dependent Children
- Catholic Family Service
- Catholic Social Services
- Department of Public Welfare
- Detroit Public Schools Psychological Clinic
- Children's Aid Society
- Catholic Youth Organization
- Catholic Youth Service
- Family Service Society
- League of Catholic Women
- Protestant Big Brothers

TABLE 83 (Continued)

Referred to Social Agency (continued)

Michigan Children's Institute
Protestant Youth Organization
Wayne County Clinic for Child Study
Visiting teacher
Social agency, other
Wayne County Bureau of Social Aid
Clinic, other
Home, other (boarding)
Social plan

Placed on Probation, Fined, Incarcerated

Fine
Fine and probation
Fine and jail and probation
Jail
License suspended
Prison
Unofficial probation
Fine or jail
Fine or jail and probation
Fine and jail
Jail and probation
Probation
Sentence suspended

Institutional Placement

Boys Republic
Mental hospital
Girls' Vocational School
Institution for mentally retarded (including WCTS)
Boy's Vocational School

Not Guilty

Miscellaneous

Police witness
Bond forfeit
Pending
Detention Home for discipline

No Disposition Noted

---

rehabilitate, rather than routinely commit, individuals who had transgressed.[1]

Table 84 presents data on the types of dispositions made on the 587 offenses for which the sample subjects were held accountable as juveniles. Two dispositions—jail and prison—not usually thought of in connection with juveniles, are included. In one case, the subject was jailed outside of Michigan. In the others, the jail or prison sentence followed trial as an adult (post fifteenth birthday required) after a juvenile court waiver in the case.

Almost 40 percent of all cases were dismissed after warnings, counselings, reprimand, or other mild action or investigation. Probation followed 14 percent of the offenses, and institutionalization followed 10 percent.

Institutionalized cases were placed in boys' or girls' vocational schools, non-tax-supported residence facilities for delinquent or problem youth, or in state- or county-supported institutions for the retarded.

Detailed comparisons on offenses and dispositions may be made by reference to Tables 85, 86, and 87, which show separately for the three sample groups and their race subgroups the number of offenses by type, and the types of dispositions, by number, for each offense.

In these tables the varying types of disposition may be checked as to the offenses which brought them about and the variety of dispositions for a given type of offense can be easily seen.

---

[1] Some of the possible dispositions, chiefly in the fined and incarcerated category, were not applied to juveniles. However, the total list is presented here and will be referred to when adult offenses are reported in a later section.

TABLE 84

DISPOSITIONS ON 587 OFFENSES

Type of Disposition	WCTS		DSC		DRG		Totals	Pct.
	WM	NM	WM	NM	WM	NM		
Case dropped . .	75	61	28	34	10	20	228	38.8
Probation	24	20	20	18	1	4	87	14.8
Institutional placement .	26	24	8	5		1	64	10.9
Referred continued supervision	21	16	10	13			60	10.2
Referred social agency . . .	19	12	11	8	2	2	54	9.2
Referred further investigation . .	7	5	4	3	1	1	21	3.6
Jail sentence	1	3					4	0.7
Miscellaneous	2			1		2	5	0.9
Prison sentence		2	2				4	0.7
Fine and probation .		1					1	0.2
No disposition	25	11	4	17	2	0	59	10.0
Totals	200	155	87	99	16	30	587	100.0

TABLE 85

JUVENILE OFFENSES AND THEIR DISPOSITIONS—WCTS

Offense	WM or NM	Disposition[a]											
		A	B	C	D	E	F	G	H	I	J	K	L
Acts of	W	31	4	3	6	22	6	4	1				77
mischief	N	28	4	3	4	8	5						52
Thefts,	W	22	3	9	4	2	5						45
other	N	13	4	8	6	1	3	1		1			37
Unlawful	W	8	10	8	6	1	3	3					39
entry	N	6	6	4	2	2	1	2	1				24
Unlawful use,	W	2	6	4	4		2				1		19
auto	N	3	6	4	1								14
Thefts from	W	4											4
person	N	4	3		2		2	1				1	13
Injury,	W	3	1			1							5
person	N	4						1	1				6
Miscella-	W	2	2				1						5
neous	N		1					1			1		3
Sex of-	W	1					1				1		3
fenses	N	2		1			1						4
Liq., narc.,	W	1			1								2
gambling . . .	N	1											1
Creating dis-	W	1											1
turbance . . .	N				1								1
	W	75	26	24	21	25	19	7	1		2		200
Totals	N	61	24	20	16	11	12	5	3	2		1	155

[a] Disposition: A = case dropped; B = institutional placement; C = probation; D = referred for continued supervision; E = no disposition; F = referred to social agency; G = referred for further investigation; H = jail; I = prison; J = miscellaneous; K = fine and probation; L = total.

TABLE 86

JUVENILE OFFENSES AND THEIR DISPOSITIONS—DSC

Offense	WM NM	Disposition[a]											
		A	B	C	D	E	F	G	H	I	J	K	L
Acts of	W	9	6		2		4						21
mischief	N	9	6	6	14		1						37
Unlawful	W	2	5	2	2	5	2	1	1				20
entry	N	7	3		2	2	1						15
Thefts,	W	7	9	3		1		1	1				22
other	N	5	2	3	1			2					13
Unlawful use,	W	4		1			1	1					7
auto	N	3	2	2			1						8
Injury to	W	1		2		1							4
person	N	7		1		2							10
Sex of-	W	1				3							4
fenses	N	1	2			3							6
Thefts from	W	1			1								2
person	N	2	1	1		1	2						7
Liq., narc.,	W	2						1					3
gambling . . .	N		1							1			2
Miscella-	W			2			1						3
neous	N												0
Creating dis-	W	1											1
turbance . . .	N		1										1
	W	28	20	10	4	11	8	4	2				87
Totals	N	34	18	13	17	8	5	3		1			99

[a] Disposition: A = case dropped; B = probation; C = referred for continued supervision; D = no disposition; E = referred to social agency; F = institutional placement; G = referred for further investigation; H = prison; I = miscellaneous; J = fine and probation; K = jail; L = total.

TABLE 87

JUVENILE OFFENSES AND THEIR DISPOSITIONS—DRG

Offense	WM NM	Disposition[a]											
		A	B	C	D	E	F	G	H	I	J	K	L
Thefts, other	W	3	1	1									5
	N	4	1										5
Acts of mischief	W	4			1	2							7
	N	3											3
Injury to person	W												0
	N	4		1			1						6
Thefts from person	W												0
	N	2			2			1					5
Sex offenses	W												0
	N	2	2				1						5
Unlawful use, auto	W				1								1
	N	2	1										3
Unlawful entry	W	1											1
	N	2											2
Liq., narc., gambling . . .	W	1											1
	N	1											1
Miscellaneous	W	1											1
	N												0
Creating disturbance . . .	W												0
	N												0
	W	10	1	1	2	2							16
Totals	N	20	4	1	2		2	1					30

[a] Disposition: A = case dropped; B = probation; C = referred for further investigation; D = referred to social agency; E = no disposition; F = miscellaneous; G = institutional placement; H = referred for continued supervision; I = fine and probation; J = jail; K = prison; L = total.

Juvenile Offenses—Females

Delinquency among the girls did not assume the nature or proportions that it did among the boys, and it will be treated more briefly. The number of subjects involved in the three groups was: WCTS, twenty-seven; DSC, nineteen; DRG, five; or if those whose only offenses were "missing from home" or "truancy" are excluded, the numbers become twenty-four, seventeen, and two for the three groups. "Missing from home" accounted for the largest number of charges—forty-nine, or 36 percent of the total. The frequency of the various offenses may be noted from Table 88.

Action beyond a warning, referral to a social agency for planning with the home, or very mild discipline occurred in but a few cases: none in the DRG group, three in the DSC group, and eight in the WCTS group. Two Special Class girls were placed on probation—one for truancy from school and one for unlawfully driving away an automobile—and one was committed to the State Girls Training School after several acts of immorality. Four WCTS girls were placed on probation—two for truancy and one each for larceny and incorrigibility. Three were committed to the Training School following acts of immorality or incorrigibility and one was committed to the Girls Training School for incorrigibility.

Intelligence and Delinquency

The question arises as to whether there is any discernible relationship between intelligence and delinquency in the groups under study. A comparison of the DRG with the DSC males shows that 23 of the 67 Regular Class and 53 of the 135 Special Class subjects

TABLE 88

JUVENILE OFFENSES COMMITTED BY FEMALE SUBJECTS —BY NUMBER AND TYPE OF OFFENSE

Type of Offense	WCTS Females	DSC Females	DRG Females	Total Females
Missing from home	30	12	7	49
Immorality	11	10		21
Incorrigible	14	2	3	19
Violation of juvenile code	6	3		9
Larceny	5	4		9
Truant from school or home	5	3		8
Truant from correctional school	3	1		4
Habitual runaway	2	1		3
Shoplifting	3			3
Fighting		1	1	2
Violation of parole or probation	2			2
Unlawfully driving away an auto		2		2
Assault		1		1
Accosting and soliciting	1			1
Fugitive		1		1
Contributing to the delinquency of a minor	1			1
Pilfering	1			1
Totals	84	41	11	136

had juvenile records. The comparative percentages of delinquent youth are thus 34.3 for the Regular Class and 39.3 for the Special Class subjects.

Thus, we can only conclude that the percentage of delinquency is approximately the same in the two groups. We do find, however, from reference to Table 81, that the fifty-three DSC boys had been apprehended 186 times, for an average of 3.5 offenses per person, while the twenty-three DRG boys had been apprehended for 46 offenses, for an average of only 2 offenses per person. This difference, again, must not be interpreted as meaning that the retarded delinquent youth in general commits more offenses than does the nonretarded delinquent. From the data on the number of offenses per person (Table 79), the explanation would more logically be found in the fact that there was a small number of retarded delinquents (ten in this sample) who each committed 6 or more offenses. In fact, these ten individuals committed 104 of the 186 offenses which resulted in apprehension.

When the study is continued into comparisons of delinquency rates at different intelligence levels among the Special Class pupils, we find the results shown in Table 89.

This would seem to indicate a lesser degree of delinquency among those with intelligence levels at and below 60, and possibly among those with intelligence levels above 74.

Another way of presenting these same data is shown in Table 90, which gives the percentage of the sample in each intelligence level category, and likewise, the percentage of the delinquent group at each level.

Table 90 indicates that 11.1 percent of the sample was in the intelligence range of 75 and over, and that this group contributed an

TABLE 89

NUMBERS AND PERCENTAGES OF DELINQUENT DSC BOYS AT VARIOUS IQ LEVELS

IQ Range	No. in Sample	No. with Delinquency Record	Pct. of Individuals at This IQ Level with Record
75 and over	15	6	40.0
70–74	39	19	48.7
65–69	35	17	48.6
60–64	25	8	32.0
Below 60	21	3	14.3
Totals	135	53	

TABLE 90

COMPARISON OF NUMBERS AT EACH IQ LEVEL IN THE DSC GROUP WITH THE NUMBER DELINQUENT AT EACH LEVEL

IQ Range	No. in Sample	Pct. of Sample	No. with Delinquency Record	Pct. of Delinquent Group at This Level
75 and over	15	11.1	6	11.3
70–74	39	28.9	19	35.8
65–69	35	25.9	17	32.1
60–64	25	18.5	8	15.1
Below 60	21	15.6	3	5.7
Totals	135	100.0	53	

almost exact proportion—namely, 11.3 percent—of the cases having a record of delinquency. The subjects in the 65 to 69 and 70 to 74 intervals contributed somewhat more than their proportionate shares to the delinquent group, while the subjects in the two lower intervals contributed less than their share. As indicated previously, there is some reason to believe that delinquency, as shown by apprehensions, diminishes in the lower and upper ranges of intelligence; but the difference does not show a statistical significance in this group.

Summary

This chapter has dealt in some detail with many of the school and family background factors which it was presumed might have an influence upon the child and with many behavioral factors as evidenced in the child's life.

Most of the children studied had entered the special classes by sometime in their eleventh year, and the Training School, in their twelfth. The mean length of time in a program was somewhat under four years, and the most common age at leaving was sixteen. Intelligence levels ranged from below 50 to above 80 in a few instances; the means prior to admission were 67.9 for the DSC group and 68.8 for the WCTS group. Very minor changes in intelligence were noted during their stay in the programs.

Achievement in reading and arithmetic was measured, and it was found that the Training School subjects made a slightly larger gain, though the reason for this could not be objectively demonstrated.

Manual arts and personality ratings on the DSC subjects proved to be of some value as indicators of vocational and legal outcomes, respectively. Arthur Point Scale Performance Test results were of value in this respect in connection with the vocational outcome of Training School subjects.

A great amount of family discontinuity was found—48.5 percent of the DSC and 75.0 percent of the WCTS subjects had had at least one break in their relationship with their father or mother before they entered the special program. Some had had several such breaks, even to the extent that no one person could be determined to have been the parent exercising the greatest influence on the child.

Mental retardation in other members of the subjects' families was common; 37 percent of the DSC and 48.5 percent of the WCTS subjects had either parents or siblings so affected.

The general home environment of most of the subjects in both retarded groups contained factors such as neglect, poverty, and inadequate adjustment patterns on the part of the parents, which in most cases would be considered detrimental to the most wholesome growth and development of these children.

Some of the subjects themselves exhibited serious behavior problems, as evidenced by records for juvenile offenses and by the percentage who were considered as beyond parental control (DSC, 15.5 percent; WCTS, 53.5 percent). The most common juvenile offenses were classified as Acts of Mischief, and the most common type of official disposition on juvenile offenses was to drop the case after a warning or investigation. Uncorrected physical defects were found in most of the cases whose histories were examined for this variable, and 33.7 percent of the sample questioned indicated that some physical problem had caused them difficulty in obtaining or holding a job.

CHAPTER III

OUTCOME DATA—MALES

Introduction

Outcome data on the subjects in this study were secured on several variables. Their status at the time of interview was determined; that is, whether they were working, married, serving in the armed forces, incarcerated, or unemployed. Data on these factors and others were also secured on the entire period they had been out of school. Information was obtained concerning the number, type, and length of jobs they had held. Data on reasons for leaving or being discharged from jobs were gathered on the interview protocols, and from employers. Further, data on police records and armed service records were gathered from various sources: the interviews, police departments and penal institutions, and the armed forces branches.

General Status and Employment at Time of Interview

A review of the actual status of our subjects at the time of the interview is presented in the following pages. Ten categories were found: (a) employed full time, (b) employed part time, (c) unemployed, (d) serving in the armed forces, (e) still in school, (f) institutionalized in a mental hospital, (g) institutionalized in an institution for the retarded, (h) incarcerated, (i) deceased, and (j) insufficient data. Table 91 shows the relative distributions of the three groups on these variables.

From the table it is apparent that the percentages of full-time employment in all three groups were about the same, while—at least in this sample—the regular class group showed less part-time employment. In this regard it should be mentioned that while several of the subjects who were still in school worked during the summer, they were considered as school attendants only. This principle of nonduplication of entries is, of course, followed throughout the table. There was approximately one-half as much unemployment among the regular grade graduates (significant at somewhat less than the .05 level).

A significantly larger proportion (beyond the .01 level) of the regular class subjects were in the various branches of the armed services at the time of the survey.

There were, of course, none of the normal subjects detained in institutions for the retarded. One case drawn in the DSC sample had been committed to the Wayne County Training School and was still there at the time of the survey.

In regard to incarceration, it was found that the difference between the WCTS and the DRG subjects was significant beyond the .01 level. The difference between the DSC and the DRG group was not significant, while between the WCTS and the DSC groups the significance was only at the .10 level.

It must be realized that these are purely descriptive data on the status of these groups at the time of the survey, and care must be exercised in the uses made of such data. For example, to consider the employment figures of 34.5 percent and 34.9 percent for

TABLE 91

STATUS OF SAMPLE SUBJECTS AT TIME OF INTERVIEW[a]

Status	WCTS		DSC		DRG	
	No.	Pct.	No.	Pct.	No.	Pct.
(1) Employed full-time .	40	34.5	53	45.3	22	34.9
(2) Employed part-time .	6	5.2	6	5.1	1	1.6
(3) Unemployed	26	22.4	31	26.5	8	12.7
(4) U.S.A.F.	11	9.5	15	12.8	24[b]	38.1
(5) In school			1	0.8	7	11.1
(6) Mental hospital	2	1.7	1	0.8		
(7) Inst. for retarded ..	13	11.2	1	0.8		
(8) Incarcerated	18	15.5	9	7.7	1	1.6
(9) Deceased	2	1.6	2	1.5		
(10) Inadequate data	9	7.1	16	11.8	4	5.9
Totals	127	99.9	135	99.8	67	100.0

[a] Percentages above line 9 are based on the No. of lines 1 through 8, while percentages on lines 9 and 10 are based on the total No. Thus (see column 2) we can say that 34.5 percent of the male WCTS subjects who were living and about whom we had adequate data were working full-time, that 1.6 percent of the total group of 127 were deceased, and that for 7.1 percent of the total group there were inadequate data.

[b] Includes one individual discharged nine days before the survey, and one who was discharged during the summer and intending to enter college in September, 1957.

the WCTS and DRG graduates as comparable figures is definitely misleading, as it does not take into account the other gainful activities in which subjects outside of the figures quoted might have been engaged. To set forth this problem more understandably, all the subjects living and for whom there were sufficient data[1] were divided into two groups—those engaged in productive activity (that is, employed, in school, or in the armed service) versus those unemployed or living as public institutional charges. When the data were thus arranged, the distribution is as shown in Table 92.

The difference in productiveness–nonproductiveness of the total retarded group and the normal group is significant beyond the .01 percent level.

Again, it should be stated that this represents only a cross-section survey of the status of the individuals in the study at the time the survey contact was made. It does, however, serve to illustrate the position in the community, as of the summer of 1957, of a group of 331 young men; and it makes possible comparisons and contrasts between the 220 who were retarded in varying degrees, and the 62 who were, by definition and selection, considered to be average.

It might be noted in this respect that employment in the Detroit metropolitan area at the time of the survey was quite high. The Industrial Employment Index[2] for the area stood at 138.0 for the year (1935–1939 = 0). As has often been pointed out, the

---

[1] For this analysis, it was necessary to disregard those cases listed in categories 2, 9, and 10 of Table 91, which amounted to 13.0, 17.8, and 7.3 percent, respectively, of the totals in each group.

[2] Greater Detroit Board of Commerce Industrial Employment Index. Available upon application to the Board.

TABLE 92

NUMBER OF SUBJECTS RATED AS PRODUCTIVE OR NONPRODUCTIVE AT THE TIME OF INTERVIEW

Rating	WCTS		DSC		DRG	
	No.	Pct.	No.	Pct.	No.	Pct.
Productive	51	46.3	69	62.2	53	85.5
Nonproductive	59	53.6	42	37.8	9	14.5
Totals	110	99.9	111	100.0	62	100.0

retarded may be among the marginal group first to be discharged in times of diminishing employment. There appears little doubt that their employment status might have been less favorable had the survey been done a few months later. By the end of August, 1958, the index stood at 113.8. We can reasonably believe that the falling off of industrial employment might have resulted in an increasing proportion of nonproductiveness (as here defined) among the retarded.

When only those subjects who were working full time at the time of interview were considered, it was found that the length of time they had been on their present jobs varied from one month or less to a maximum of six and one-half years.

One Wayne County Training School subject had worked continuously for the same company since 1951 and was presently employed as a truck driver. The next longest job-holder, also a Training School boy, had started to work as a laborer and helper in a packing plant sixty months earlier, and had worked his way up to a hog-butcher classification. These two subjects were earning seventy dollars and one hundred dollars per week, respectively.

Table 93 shows the percentage of subjects who had worked from zero to six months, seven to twelve, thirteen to twenty-four, and over twenty-four months on the jobs they held at the time of interview.

A little over 20 percent of the retarded had held their present jobs for over two years, a little less than 20 percent had been on their present jobs for more than one but not over two years, and about 60 percent had held their jobs for one year or less. Actually, 37 to 38 percent had held their present jobs for six months or less.

TABLE 93

LENGTH OF TIME WORKED ON JOB HELD AT TIME OF INTERVIEW[a]

Time Worked (months)	WCTS		DPS		DRG	
	No.	Pct.	No.	Pct.	No.	Pct.
Over 24	8	20.5	11	21.6	11	50.0
13–24	7	17.9	10	19.6	7	31.8
7–12	9	23.1	11	21.6	2	9.1
0–6	15	33.5	19	37.2	2	9.1
Not reported	1[b]		1[c]		0	
Not applicable	0		1[d]		0	
Totals	40	100.0	53	100.0	22	100.0

[a] Percentages were based on the number for whom time worked was reported.

[b] Self-employment interrupted by several incarcerations.

[c] Working in another state.

[d] Sheltered work placement.

The regular class group showed a very considerable change from this pattern. Of this group, 50 percent had held their jobs over two years, 32 percent were in their second year on their jobs, and only 18 percent were in their first year. Thus, a considerably higher degree of job stability on the part of the normal youth was demonstrated. However, the practical equivalence of the two Special Class groups as to the length of time they had held their present jobs is worthy of note.

It could well be assumed that more family and personal instability had been present in the previous histories of the Wayne County Training School group[1] than in the Detroit public school group, and that this would influence their job activity. That it did not seem to, at least insofar as this terminal (in the sense of our study) job was concerned, may be a reflection of the social work follow-up programs of the Training School.

Table 94 presents a distribution of earnings on the jobs held at the time of the survey for those subjects working full time. Again, it was found that the percentages of the retarded on each major level—$0 to $39, $40 to $79, and $80 and above—were quite similar. The situation in regard to the regular class pupils was again markedly different. Only one regular class individual was making less than $40 per week, while 77.3 percent of the group were earning $80 per week or over.

When a comparison was made between those earning under $80 a week as against those earning $80 per week or over, the

---

[1] Because of their having been committed to institutional care through court proceedings.

TABLE 94

WAGE ON JOB HELD AT TIME OF INTERVIEW (FULL-TIME JOBS ONLY)[a]

Wage	WCTS		DSC		DRG	
	No.	Pct.	No.	Pct.	No.	Pct.
$120 and over	1	2.7	1	2.0		
$100–$119	2	5.4	3	6.0	4	18.2
$90–$99	3	8.1	5	10.0	7	31.8
$80–$89	5	13.5	7	14.0	6	27.3
Total, $80 and over	11	29.7	16	32.0	17	77.3
$70–$79	4	10.8	11	22.0	1	4.5
$60–$69	4	10.8	6	12.0	2	9.1
$50–$59	6	16.2	6	12.0		
$40–$49	8	21.6	5	10.0	1	4.5
Total, $40–$79	22	59.5	28	56.0	4	18.1
$30–$39	4	10.8	6	12.0	1	4.5
$0–$29	0	___	0	___	0	___
Total, $0–$39	4	10.8	6	12.0	1	4.5
Not reported[b]	3		3		0	
Totals	40	100.0	53	100.0	22	99.9

[a] Percentages are based on the number reported.

[b] Includes five subjects not living in Michigan, and one working as a "father's helper."

difference between the normal and the combined retarded groups is significant beyond the .01 level.

The vocational adjustment of the females will be discussed in another section, but some details in regard to differences which appear in the vocational attainments of the other subgroups in our three samples will be presented in the pages that follow.

The data previously shown in Tables 91 and 92 are presented again in Tables 95 and 96, with the race and group differences made apparent. Table 95 presents the specific differences according to the eight general characteristics noted from Table 91.[1] As will be noted immediately, there were general and sometimes significant differences between the races on the variables presented. There was consistently more employment and less unemployment among the whites than among the Negroes. (While the second fact might seem to be self-evidently derived from the former, this is not necessarily so, as there were several other possibilities beside unemployment for persons not employed; e.g., service in the armed forces and attendance in school.) When those subjects of the two races who were employed are compared with those unemployed—that is, free in the labor market and not attending school—the difference between the two groups is significant beyond the .01 level.

In support of the statement that there are possible alternatives to unemployment other than employment, the record of armed forces service may be noted. In each group, the Negroes, to whom unemployment apparently presents a larger problem, engaged in this alternative pursuit to a larger degree.

---

[1] Cases in categories 9 and 10 (deceased and inadequate data) of Table 91 are not included.

TABLE 95

STATUS OF SAMPLE SUBJECTS AT TIME OF INTERVIEW—BY GROUP AND SUBGROUP

Status	White		Negro	
	No.	Pct.	No.	Pct.
WCTS				
Employed full-time	35	41.2	5	16.1
Employed part-time	3	3.6	3	9.7
Unemployed	16	18.8	10	32.3
U.S.A.F.	7	8.2	4	12.9
In school				
Mental hospital	2	2.4		
Institution for the retarded	13	15.3		
Incarcerated	9	10.6	9	29.0
Totals	85	100.1	31	100.0
DSC				
Employed full-time	37	51.4	16	35.6
Employed part-time	3	4.2	3	6.7
Unemployed	17	23.6	14	31.1
U.S.A.F.	9	12.5	6	13.3
In school	1	1.4		
Mental hospital	1	1.4		
Institution for the retarded	1	1.4		
Incarcerated	3	4.2	6	13.3
Totals	72	100.1	45	100.0
DRG				
Employed full-time	18	43.9	4	18.2
Employed part-time			1	4.5
Unemployed	2	4.9	6	27.3
U.S.A.F.	14	34.1	10	45.5
In school	7	17.1		
Mental hospital				
Institution for the retarded				
Incarcerated			1	4.5
Totals	41	100.0	22	100.0

TABLE 96

NUMBER OF SUBJECTS RATED AS PRODUCTIVE OR NONPRODUCTIVE AT THE TIME OF INTERVIEW —BY GROUPS AND SUBGROUPS[a]

Rating	White		Negro	
	No.	Pct.	No.	Pct.
WCTS				
Productive	42	51.2	9	32.1
Nonproductive	40	48.8	19	67.9
Totals	82	100.0	28	100.0
DSC				
Productive	47	68.1	22	52.4
Nonproductive	22	31.9	20	47.6
Totals	69	100.0	42	100.0
DRG				
Productive	39	95.1	14	66.6
Nonproductive	2	4.9	7	33.3
Totals	41	100.0	21	100.0

[a] Less subjects categorized as "employed part time" in Table 95.

The other major alternative is institutionalization for law violations or retardation. The Negroes showed higher percentages of incarceration. While no attempt will be made here to assign causal factors generally, there is probably little question but that difficulty in securing adequate employment may be a contributing factor. When the total sample is involved (N = 198 white and 98 Negroes) the difference in numbers incarcerated among the white and Negro subjects was significant above the .02 level.

The very apparent difference shown here in regard to persons still in an institution for the retarded—that is, fourteen cases among the whites as against none for the Negroes—will be touched upon briefly on page 209, and it seems to pertain chiefly to the ease with which return to the community is made.

Table 96 presents the data from Table 95, reorganized into a productiveness-nonproductiveness dichotomy.

When the two retarded groups are combined (N = 151 whites and 70 Negroes) the difference between the whites and Negroes on this variable (productiveness-nonproductiveness) shows a chi-square which is significant only between the .05 and .10 level.

However, it would appear logical to assume that when this significance, though low, is combined with the fact of lower modal and median wages and a lower percentage of time worked, the Negro subjects in these samples generally showed a far lower rate of productiveness than the white subjects.

When the normal group is considered, a significance beyond the .01 level is found, so there seems good reason to assume that while there may be a wider range of low-level jobs available to the Negro, there is still a considerable bias at work which mitigates against equal availability of employment for the Negro.

In summary of this section, the DSC group seems to have been somewhat more successful than the WCTS group. Specifically, they showed a higher percentage of employment and lower percentages of incarceration and institutionalization. The wages of those working were almost identical in the two groups.

Both groups approached fairly closely to the DRG group in percent employed; the DSC group actually exceeded the DRG in this respect, though the comparison is spurious in that many of the DRG group were in the armed service or still in school, rather than on the job market.

When racial differences were considered, it became readily apparent that the Negroes faced employment problems which were more intense than those presented to the white boys. Without exception in any group, fewer Negroes were gainfully employed, the WCTS being the group with the lowest index of employment. While the DRG Negroes were employed only to the extent of two percentage points more than those of the WCTS group, they were much more highly represented in the armed forces; this type of activity apparently presenting itself as the best alternative to unemployment.

Again, too, more of the Negroes in each group found social or other pressures toward nonconformance with the law less resistable; or conversely, as some have suggested, were under more intensified surveillance by police forces, and so were picked up and/or imprisoned in a higher percentage of cases (Barron, 1955). This, of course, is an area of contention into which this study does not choose to venture.

Vocational Attainment in Terms of Total Time Worked and Wage Index for Last Half of Vocational History

Previously in this paper some description of job stability and wage levels of the subjects at the time of the interview was given. An attempt will now be made to develop a perspective which may give a broadened general view of vocational attainment in terms of these factors. Job stability will be presented in terms of the percent of time the subjects had worked out of the total number of months they were free to work since their sixteenth birthday. In this computation all time occupied by continued schooling, service in the armed forces, incarceration, or other absence from the job market will be eliminated.

Wage levels will be presented in terms of the average wage the subjects had earned during the last one-half of their employment record. This usually eliminated from computation the normally exploratory years from sixteen to eighteen, during which many jobs were not available to the subjects. It is believed that this procedure also presents a fairer picture of outcome, in terms of the subject's average earning capacity at the time of the study.

Some may reasonably ask why, if this is held to be true for wages, these years were not eliminated from the percentage of time worked computations. In this regard it is suggested that the general productive capacity and "will to work" of a boy or youth is probably better measured by the amount of time he keeps busy than by the amount of pay he receives. It is believed that much more confidence can be placed in the present and future adjustment of the boy who works steadily as a grocery stock or carry-out boy or drug store porter and delivery boy, regardless of the small wage he may receive, than can be placed in that of the boy of this age who refuses work because it does not pay enough. On the other hand, at a more mature level, especially in a major industrial center, more emphasis has to be placed on wage earned, as percentage of employment may be more a reflection of economic levels or union activity, in many cases, than of individual capacity.

The wage index as presented here is simply the mean weekly wage the subject earned during the last one-half of the time he had actually worked since his sixteenth birthday. If, because of extended schooling, armed service, or other factors, a subject had been available for work only twelve months or less after his eighteenth birthday, he was classified according to the way the majority of his time had been spent. A subject with over twelve months of job availability was classified according to how he had spent that time.

Suitable information on these variables was obtained on 289, or 87.8 percent, of the 329 males involved in the study. Table 97 presents the over-all rating of these cases in terms of whether they were available for regular employment, had spent the major portion of their time in school or in the armed forces, et cetera.

The range in availability for employment between the groups was not great; but for the normal group, reasons for nonemployment were limited to armed forces service, while reasons for the retarded not being available included institutionalization for various reasons, and sheltered work placements.

These non-armed-forces or school situations accounted for 17.6 percent of the retarded on whom data were obtained—exclusive of those deceased—and none of the regular class cases. When the entire male sample of 329 cases was considered, it was found that 59 percent of the combined groups had been rated as available for

TABLE 97

CLASSIFICATION OF 289 SUBJECTS BY MAJOR ACTIVITY SINCE AGE SIXTEEN

Major Activity	White		Negro	
	No.	Pct.	No.	Pct.
WCTS				
Available for regular employment or employed	52	62.7	19	65.5
School and/or armed service	9	10.8	5	17.2
Institution for retarded	13	15.7		
Sheltered work or training school placement	6	7.2	1	3.4
Incarcerated	2	2.4	4	13.8
Mental hospital	1	1.2		
Totals	83	100.0	29	99.9
DSC				
Available for regular employment or employed	53	74.6	30	68.2
School and/or armed service	9	12.7	10	22.7
Institution for retarded	1	1.4		
Sheltered work or training school placement	5	7.0		
Incarcerated	2	2.8	4	9.1
Mental hospital	1	1.4		
Totals	71	99.9	44	100.0
DRG				
Available for regular employment or employed	27	65.9	13	61.9
School and/or armed service	14	34.1	8	38.1
Institution for retarded				
Sheltered work or training school placement				
Incarcerated				
Mental hospital				
Totals	41	100.0	21	100.0

regular work situations or working, 25 percent as not available for work, and 4 percent in sheltered work. One percent were deceased, and for 10 percent, data were not available.

It can again be noted that some racial differences are expressed by the data, chiefly in regard to armed service and institutionalization. As has been noted before, a larger percentage of the Negroes in each group had served or were serving in the armed forces, and a larger percentage had been incarcerated. The whites showed a considerably larger percentage of their number still in institutions for the retarded.

This fact has been referred to on other occasions in this report and seems to be accounted for by the relative ease with which Negro subjects are placed in the community. The Training School Social Service Department reports that it is under more pressure from parents and relatives to release these children, and that placement with relatives, if the parents are not available or able to take the children, is easier.

Before entering into further discussion of the various aspects of vocational outcome to be presented here, it might be well to consider the relationship of age, as it differs among the subjects, to their vocational status. The three following tables (Tables 98, 99, and 100) show the percentage of available time worked for those subjects from each group, by race and age, who had over twelve months of "available on the job market" time. The data present no observably consistent relationship between age and percentage of time worked, except in the regular class group, where some advantage may be said to accrue to the older boys.

Even this observation, however, is subject to other explanation—smallness of the numbers or the influence of race outweighing

TABLE 98

PERCENTAGES OF AVAILABLE TIME WORKED—SEVENTY-ONE WCTS MALES HAVING OVER TWELVE MONTHS' POST-EIGHTEEN-YEAR JOB AVAILABILITY

Pct. of Available Time Worked	Age 20			Age 21			Age 22		
	White	Negro	Pct.	White	Negro	Pct.	White	Negro	Pct.
76–100	7		26	10	3	45	4	1	33
51–75	4	2	22	2	3	17	3	0	20
26–50	7	2	33	2	2	14	2	2	27
0–25	4	1	19	5	2	24	2	1	20
Totals	22	5	100	19	10	100	11	4	100

TABLE 99

PERCENTAGES OF AVAILABLE TIME WORKED—EIGHTY-THREE DSC MALES HAVING OVER TWELVE MONTHS' POST-EIGHTEEN-YEAR JOB AVAILABILITY

Pct. of Available Time Worked	Age 20			Age 21			Age 22		
	White	Negro	Pct.	White	Negro	Pct.	White	Negro	Pct.
76–100	6	1	27	10	7	37	3	0	27
51–75	4	1	19	7		15	1	2	27
26–50	5	3	31	5	8	28	1	2	27
0–25	4	2	23	5	4	20	2	0	18
Totals	19	7	100	27	19	100	7	4	99

TABLE 100

PERCENTAGE OF AVAILABLE TIME WORKED—FORTY DRG MALES HAVING OVER TWELVE MONTHS' POST-EIGHTEEN-YEAR JOB AVAILABILITY

Pct. of Available Time Worked	Age 20			Age 21			Age 22		
	White	Negro	Pct.	White	Negro	Pct.	White	Negro	Pct.
76–100	5		45	7	2	69	10	3	81
51–75	1		9	2	2	31			
26–50		2	18				1	1	12
0–25	1	2	27					1	6
Totals	7	4	99	9	4	99	11	5	100

that of age. In general, from the data here presented, we are safe in saying that age at the time of the survey (twenty, twenty-one, or twenty-two at nearest birthday) had little if any effect on percentage of time worked for these groups.

The possible effect of age on wage earned may be derived from the two tables which follow.

Table 101 is presented for those who may desire detailed descriptive information, but for the immediate purpose of determining the effect of the age variable, Table 102 is more pertinent.

While Table 101 shows that there was some trend for the older boys to earn more money, as against the younger earning less, a chi-square computation involving the twenty- and twenty-two-year-old groups—divided at the median wage—was significant below the .05 level. Computed on the retarded group alone, there was even less significance. So we assume that any significance, if present, was that occasioned by the higher wages earned by the DRG group.

The small differences noted above should not materially affect final results obtained from combining the three age groups for a better determination of race and school group differences—which will be done in discussions which follow. It may be noted that the earnings of the Negroes were usually lower. Again there was no statistically significant difference in earnings within this narrow range of years.

Percentage of available time worked

Having eliminated age at the time of interview from pertinency in this discussion, a consideration of percentage of time worked as a variable in vocational adjustment will be presented.

TABLE 101

WEEKLY WAGE INDEX—INDIVIDUALS HAVING OVER TWELVE MONTHS OF POST-EIGHTEEN-YEAR JOB AVAILABILITY (COMPUTED ON EARNINGS DURING LAST ONE-HALF OF VOCATIONAL HISTORY)

Wage Earned	White or Negro	Age 20			Age 21			Age 22			Totals
		WCTS	DSC	DRG	WCTS	DSC	DRG	WCTS	DSC	DRG	
$100 and	W		1		1			2		3	7
over . . .	N			1	1						2
$90–	W	1	1	3		4	4	1	1	2	17
$99	N					1	1		1		3
$80–	W	1	1		4	1	2	1	1	3	14
$89	N					1	1				2
$70–	W	2	2	1	3	4	2	2	3	2	21
$79	N	1							1	1	3
$60–	W	6	3	1	2	8	1			1	22
$69	N	1	2			2	1			2	8
$50–	W	2	3	2	2	1		1	1		12
$59	N				2	1			1		4
$40–	W	3	3		4	2		2			14
$49	N	1	2		3	2	1	2		1	12
$30–	W	3	3		1	3			1		11
$39	N			1	4	7				1	13
$20–	W				2	1		1			4
$29	N	1	3	2		1		2	1		10
$0–	W	4	2			3		1			10
$19	N	1				4					5
	W	22	19	7	19	27	9	11	7	11	132
Totals . . .	N	5	7	4	10	19	4	4	4	5	62

TABLE 102

WEEKLY WAGE INDEX—BY MAJOR WAGE AND AGE GROUPINGS (ADAPTED FROM TABLE 101)

Wage	Age 20		Age 21		Age 22	
	No.	Pct.	No.	Pct.	No.	Pct.
$80 and over	9	14	21	24	15	36
$40–$79	35	35	41	47	20	48
$0–$39	20	31	26	29	7	17
Totals	64	100	88	100	42	100

Table 103 shows the percentage of available time worked for all cases considered in category one (available for regular full-time work for over twelve months after eighteen years of age) for the three groups, according to race. It will be noticed that there was much variation in the percentages of time worked in the different subgroups.

One interesting aspect of the data is apparent inconsistency of the figures for the 0 to 10 percent category. In general, the Negroes showed a lower percentage of time worked, but in this category, only one-half as many Negroes were found as would be expected. Explanation of this situation is believed to be found in the low incidence of such jobs as car-wash attendant and porter in the listing of jobs available[1] to white boys or youth, whereas these are more readily available to Negroes.

Table 104 presents these data in terms of the percentage of cases who had worked more or less than one-half of the time they had available for regular full-time jobs.

The interpretation of these data, in terms of adequacy of function of the retarded, is quite impossible apart from making logical comparisons with other different but carefully chosen representative groups. Here the comparison with the DRG group is particularly enlightening.

It will be noted that only slightly over one-half of the white retarded youth (57.7 percent and 58.5 percent) had worked more than half of their free time. The figure was even lower for the Negroes;

---

[1] The degree to which white persons will go without work rather than accept many of these jobs must also be considered here.

TABLE 103

PERCENTAGES OF AVAILABLE TIME WORKED—SUBJECTS HAVING OVER TWELVE MONTHS OF POST-EIGHTEEN-YEAR JOB AVAILABILITY

Pct. of Available Time Worked	White		Negro	
	No.	Pct.	No.	Pct.
WCTS				
91–100	16	30.8	2	10.5
76–90	5	9.6	2	10.5
51–75	9	17.3	5	26.3
26–50	11	21.2	6	31.6
11–25	3	5.8	4	21.1
0–10	8	15.4		
Totals	52	100.0	19	100.0
DSC				
91–100	15	28.3	7	23.3
76–90	4	7.5	1	3.3
51–75	12	22.6	3	10.0
26–50	11	20.8	13	43.3
11–25	4	7.5	2	6.7
0–10	7	13.2	4	13.3
Totals	53	99.9	30	99.9
DRG				
91–100	20	74.1	4	30.8
76–90	2	7.4	1	7.7
51–75	3	11.1	2	15.4
26–50	1	3.7	3	23.1
11–25	1	3.7	3	23.1
0–10				
Totals	27	100.0	13	100.1

TABLE 104

SUBJECTS HAVING MORE THAN TWELVE MONTHS OF POST-EIGHTEEN-YEAR JOB AVAILABILITY WHO WORKED MORE, OR LESS, THAN 50 PERCENT OF THEIR AVAILABLE TIME

Pct. of Available Time Worked	White		Negro	
	No.	Pct.	No.	Pct.
WCTS				
51–100	30	57.7	9	47.4
0–50	22	42.3	10	52.6
Totals	52	100.0	19	100.0
DSC				
51–100	31	58.5	11	36.7
0–50	22	41.5	19	63.3
Totals	53	100.0	30	100.0
DRG				
51–100	25	92.6	7	53.8
0–50	2	7.4	6	46.2
Totals	27	100.0	13	100.0

47.4 percent of the WCTS group and 36.7 of the DPS group had worked over one-half of the time. When the records of the normal white youth were examined, however, it was found that 93 percent of these young men had worked over one-half of the time. In fact, the mean time worked per person was 90 percent. We cannot but believe that this major difference represents the effect of retardation and its attendant social, educational, and vocational deprivations upon job stability, especially in view of the fact that the compared samples were chosen proportionately from the same geographic areas and are presumed to have been subject to relatively identical neighborhood pressures.

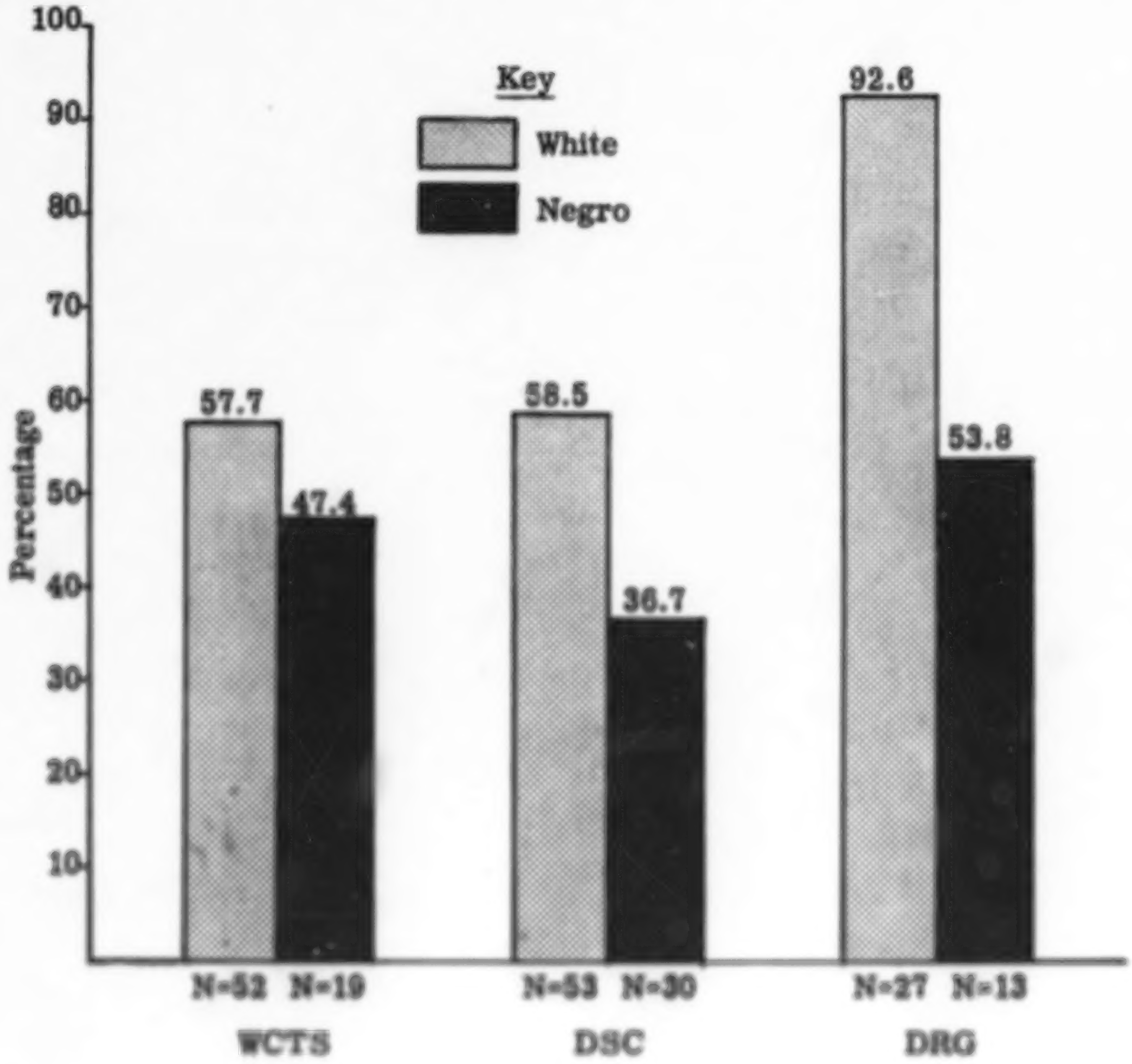
In turn, we learn from the table that more of the white retarded youth worked over half the time than did the Negro average youth. Again the deprivation that adheres to color is readily apparent. Figure 2 presents these data pictorially.

Unemployment among male subjects

An alternate way of presenting these data—which may aid in developing a better understanding of the needs of the retarded during their early posttraining life—is to determine the amount of unemployment which they experienced during their early years on the job market. While the availability of employment was, in part, a function of economic conditions at the time, the figures for the retarded presented here attain meaning when they are compared with similar figures for the average group.

The number of months of unemployment for each boy was determined, and the data are presented in Table 105.

In this table a boy was considered as unemployed when he did not have a regular job outside of his own home during those



Percentage of time worked: Median, retarded—52.5; Mean, regular grade, white—90.0; Mean, regular grade, Negro, 72.0. (As over one-half of the regular grade group had worked 100 percent of the time, the means are presented as a measure of central tendency.)

Figure 2. Percentages of cases working over 50 percent of available time: subjects having over twelve months of post-eighteen-year job availability.

TABLE 105

DISTRIBUTIONS ACCORDING TO MONTHS OF UNEMPLOYMENT FOR MALES IN THE THREE SAMPLE GROUPS

Months Unemployed	WCTS		DSC		DRG	
	White	Negro	White	Negro	White	Negro
0	17	4	14	11	30	11
1–12	13	5	20	8	7	2
13–24	18	10	13	11	3	6
25–36	12	5	10	9	1	3
37–48	5	2	1	1		
Over 48	1	1	5	2		
Not on labor market	18	2	7	4		
Inadequate information . .	9	5	13	6		4
Totals	93	34	83	52	41	26

periods when he was on the regular community labor market. A part-time job which was steady and covered at least four hours a day was sufficient to cause the subject to be counted as "employed." However, if his employment was only at odd jobs for relatives or neighbors which amounted to but a few hours a week, he was regarded as unemployed.

The category "not on the regular labor market" refers to those boys in institutions, in the armed services, and in prison. These individuals were not in a position to be "unemployed," and therefore, it did not seem appropriate to include them with those living in the community and competing on the regular job market. Also included were certain boys in sheltered work situations such as those on WCTS farm placements or those working in a protected setting for relatives. These boys were working under noncompetitive conditions, and thus, their continued employment had a different significance than did the continued employment of a boy who was not working in a protected situation.

Thus, the unemployment shown in Table 105 refers to periods of idleness when the subjects were not, so far as is known, using their time for some constructive purpose. It is this fact which makes the figures of interest.

The retarded experienced considerably more unemployment than did the nonretarded. This fact is shown more clearly in Table 106, in which all of the retarded males were considered as one group and compared to the nonretarded males. The cumulative percentages in this table are based only on the group of boys who were on the labor market and for whom there was adequate information.

TABLE 106

CUMULATIVE PERCENTAGES INDICATING PROPORTION OF MALES UNEMPLOYED FOR VARIOUS LENGTHS OF TIME

Length of Time Unemployed	Total Residential and Special Class (N=198)	Regular Grade (N=63)
Longer than four years	4.5	0.0
Longer than three years	9.1	0.0
Longer than two years	27.3	6.3
Longer than one year	53.5	20.6

It will be observed that one out of two retarded subjects had been idle for longer than one year, while one out of four had been idle for over two years. The DRG group presented a much more favorable picture. When it is remembered that the 53.5 percent retarded who spent at least a full year in idleness were not engaged during these periods in consistent productive or educational activity, the problem appears to be one of considerable significance for those concerned with the welfare of these individuals.

Average weekly earnings—last half of vocational history

A distribution of average wages earned per week during the last half of the subjects' vocational histories is given in Table 107. This average varies from none (eight cases) to $100 or more (nine cases). Again, there are major differences in the wage patterns of the white and Negro groups, and striking similarity between the DSC and WCTS groups.

Table 108 is a consolidation of some of the data from Table 107, showing only the percentage of cases in each group whose average earnings fell in each of the three major wage divisions of $0 to $39, $40 to $79,[1] and $80 and over.

Again, the relative similarity of the wage patterns of the retarded groups is shown. In these groups it may be noted that over one-half of the white subjects had earnings in the $40 to $79 range, while over one-half (twenty-four of forty-five) of the Negroes' earnings were in the $0 to $39 range.

---

[1] The $40 level was included in this range as it is the basic minimum wage and in some respects marks the lowest usual limit of "adult" jobs.

TABLE 107

WEEKLY WAGE INDEX OF SUBJECTS HAVING OVER TWELVE MONTHS OF POST-EIGHTEEN-YEAR JOB AVAILABILITY

Weekly Wage	WCTS				DSC				DRG			
	White		Negro		White		Negro		White		Negro	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
$100 and over . .	3	5.8	1	5.3	1	1.9			3	11.1	1	7.7
$90–99 .	2	3.8			6	11.3	2	6.7	9	33.3	1	7.7
$80–89 .	6	11.5			3	5.7	1	3.3	5	18.5	1	7.7
$70–79 .	7	13.5	1	5.3	9	17.0	1	3.3	5	18.5	1	7.7
$60–69 .	8	15.4	1	5.3	11	20.7	4	13.3	3	11.1	3	23.1
$50–59 .	5	9.6	2	10.5	5	9.4	2	6.7	2	7.4		
$40–49 .	9	17.3	6	31.6	5	9.4	4	13.3			2	15.4
$30–39 .	4	7.7	4	21.1	7	13.2	7	23.3			2	15.4
$20–29 .	3	5.8	3	15.8	1	1.9	5	16.7			2	15.4
$0–20 .	5	9.6	1	5.3	5	9.4	4	13.3				
Totals .	52	100.0	19	100.2	53	99.9	30	99.9	27	99.9	13	100.1

TABLE 108

PERCENTAGES OF PERSONS EARNING VARIOUS WEEKLY WAGES, AMONG THE 194 MALE SAMPLE SUBJECTS HAVING TWELVE MONTHS OR MORE OF POST-EIGHTEEN-YEAR JOB AVAILABILITY

Weekly Wage	WCTS		DSC		DRG	
	White	Negro	White	Negro	White	Negro
$80 and over	21.2	5.3	18.9	10.0	63.0	23.1
$40–$79 . . .	55.8	52.6	56.6	36.7	37.0	46.2
$0–$39	23.0	42.1	24.5	53.3		30.7
Totals	100.0	100.0	100.0	100.0	100.0	100.0

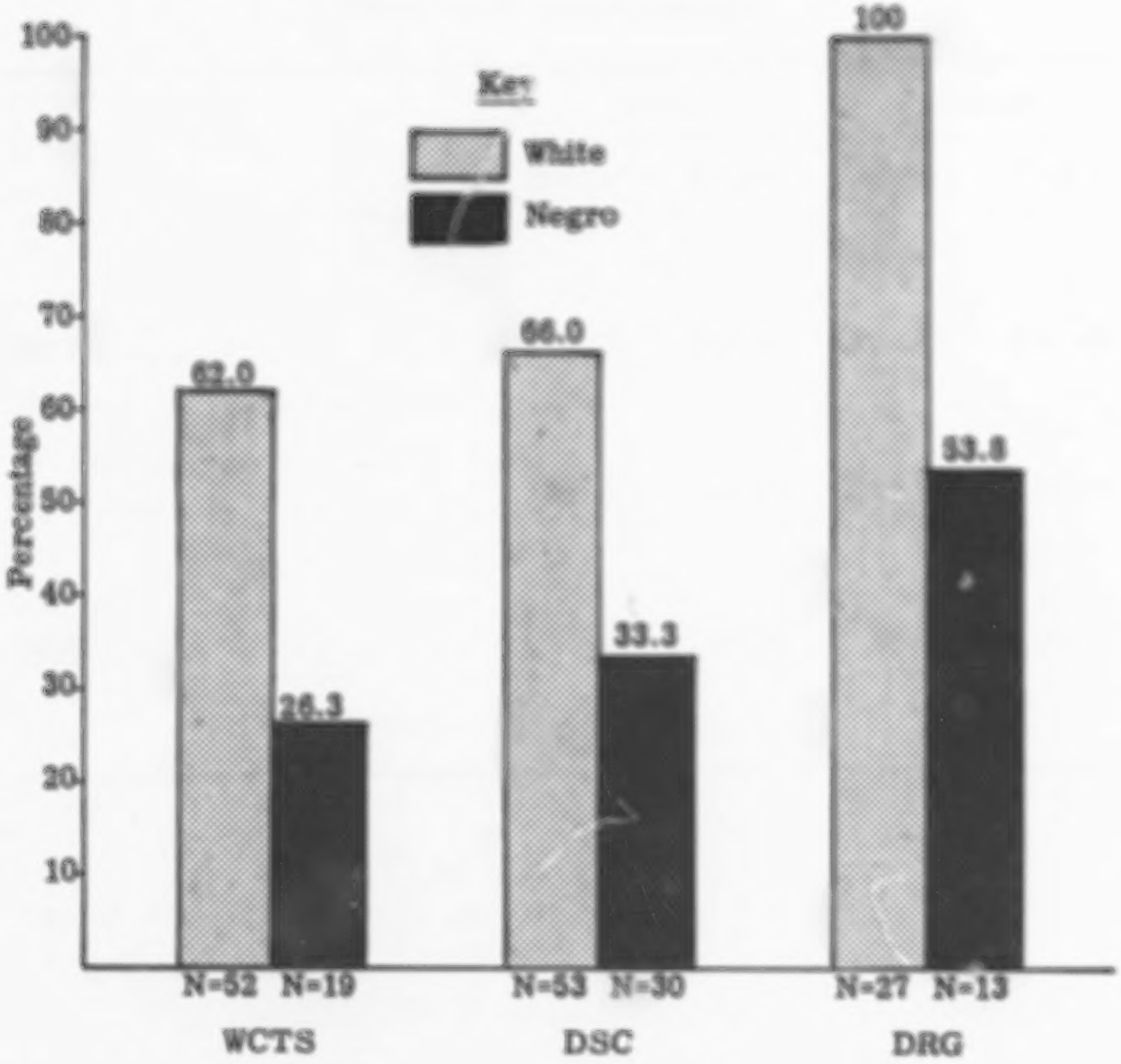
An alternative presentation, based upon a division made at the $50 per week level, is given in Figure 3, which shows the percentages of persons in the various subgroups who earned this amount or more, and the percentages who earned less.

Again, the characteristic profile is evident, the colored showing consistently less employment at higher wage levels. That white retarded boys should show a higher percentage of cases earning above $50 per week than do the normal Negro boys is perhaps as strong an indication as we have met in this study of the bias and restrictions on employment under which our colored population labors.

The means of the wage indexes for the three groups were: WCTS, $53.21; DSC, $51.83; and DRG, $74.78. The index for the white boys averaged somewhat above the mean; for the Negro boys, about $12 below the mean. The mean index for the DRG Negro boys was about $18 below the mean of their group. Table 109 shows a comparison between the mean and median wage index figures by subgroup for each of the three samples.

It may be noted that while the DRG Negro group earned wages considerably higher than their special class and institutional counterparts, their earnings were generally lower than those of the white retarded youth.

The question arises as to whether these Negroes who were on the job market might have been those of lower intelligence or performance capability—those, for instance, who could not go on to school or be accepted in the armed services. A comparison was made between the group letter ratings and final school grade attainments of the two groups: thirteen who were classified as on the job market and the thirteen who were classified as having spent



(Median wage: retarded, $52.75; regular grade, $75.72.)

Figure 3. Percentages of cases earning $50 or more per week.

TABLE 109

MEAN AND MEDIAN WAGE INDEXES—194 MALE SUBJECTS HAVING OVER TWELVE MONTHS OF POST-EIGHTEEN-YEAR JOB AVAILABILITY

Group	Mean		Median	
	White	Negro	White	Negro
WCTS	$56.98	$42.88	$59.66	$40.00
DSC	57.28	42.19	62.91	37.00
DRG	83.56	56.39	88.00	60.00

the major portion of their time in school or in the armed service, or on whom final outcome data were not available. The results are shown in Tables 110 and 111.

This analysis demonstrates that it cannot be claimed that the DRG Negro earned less than the white retarded youth because those Negroes who entered the competitive job market were the poorest of their group in intelligence or as measured by grade achievement. Rather, the problem seems to be one of lack of opportunity; or, if the opportunity is present, of lack of incentive and/or industry.

Relative vocational status of subjects

In order to make some type of judgment as to relative vocational status of the subjects in this study, it is necessary to do more than independently present an index of wages earned and percentage of time worked. Some means of combining the two must be found so that judgments in each case may be based upon both variables.

In the tables that follow (Tables 112, 113, and 114), the data on percentage of time worked (from Table 103) have been plotted on the abscissa, and data on wage index (from Table 107) have been plotted on the ordinate for each of the three samples. The tables thus graphically present a combination of the two variables, and the resulting position of any individual in respect to the axes of the table may be taken as a comparative measure of his vocational attainment. In other words, his position indicates that he has worked the stated percentage of the time available to him and that his average earnings during the last one-half of his work period have been as indicated.

TABLE 110

GROUP INTELLIGENCE TEST LETTER RATINGS ON TWO GROUPS OF DRG NEGRO MALE SUBJECTS

Group Letter Rating	On Job Market	Off Job Market
C+	2	2
C	6	5
C-	5	6
Totals	13	13

TABLE 111

LAST SCHOOL GRADE ATTAINMENT OF TWO GROUPS OF DRG NEGRO MALES

Last Grade Attended	On Job Market[a]	Off Job Market
8	1	
9	2	3
10	3	3
11		2
12	7	5
Totals	13	13

[a] Three of the job-market group had had some college work.

TABLE 112

AVERAGE WAGES DURING LAST HALF OF JOB HISTORY—WCTS CASES HAVING OVER TWELVE MONTHS OF POST-EIGHTEEN-YEAR JOB AVAILABILITY

Average Wage	WM or NM	Pct. of Available Time Worked —Total Job History						Totals
		91–100	76–90	51–75	26–50	11–25	0–10	
$100 and over	W	1		1	1			3
	N	1						1
$90–$99	W	1		1				2
	N							0
$80–$89	W	3	2				1	6
	N							0
$70–$79	W	4	2		1			7
	N			1				1
$60–$69	W	2		1	3	1	1	8
	N				1			1
$50–$59	W	1		3	1			5
	N	1			1			2
$40–$49	W	2	1	2	3	1		9
	N			3	2	1		6
$30–$39	W				2		2	4
	N		1	1		2		4
$20–$29	W	1				1	1	3
	N		1		1	1		3
$0–$19	W	1		1			3	5
	N				1			1
Totals ...	W	16	5	9	11	3	8	52
	N	2	2	5	6	4	0	19

TABLE 113

AVERAGE WAGES DURING LAST HALF OF JOB HISTORY—DSC CASES HAVING OVER TWELVE MONTHS OF POST-EIGHTEEN-YEAR JOB AVAILABILITY

Average Wage	WM or NM	Pct. of Available Time Worked —Total Job History						Totals
		91–100	76–90	51–75	26–50	11–25	0–10	
$100 and	W						1	1
over	N							0
$90–	W	2		1	3			6
$99	N	1		1				2
$80–	W	2		1				3
$89	N	1						1
$70–	W	5	1		2	1		9
$79	N			1				1
$60–	W	3	2	5	1			11
$69	N	2	1			1		4
$50–	W			2	2	1		5
$59	N	1			1			2
$40–	W	1		2	1	1		5
$49	N	1			3			4
$30–	W	2	1		2	1	1	7
$39	N	1			5		1	7
$20–	W			1				1
$29	N			1	3		1	5
$0–	W						5	5
$19	N				1	1	2	4
	W	15	4	12	11	4	7	53
Totals . . .	N	7	1	3	13	2	4	30

TABLE 114

AVERAGE WAGES DURING LAST HALF OF JOB HISTORY—DRG CASES HAVING OVER TWELVE MONTHS OF POST-EIGHTEEN-YEAR JOB AVAILABILITY

Average Wage	WM or NM	Pct. of Available Time Worked —Total Job History						Totals
		91–100	76–90	51–75	26–50	11–25	0–10	
$100 and	W	3						3
over	N					1		1
$90–	W	8	1					9
$99	N			1				1
$80–	W	4	1					5
$89	N			1				1
$70–	W	3		1	1			5
$79	N					1		1
$60–	W	2		1				3
$69	N	3						3
$50–	W			1		1		2
$59	N							0
$40–	W							0
$49	N	1	1					2
$30–	W							0
$39	N				2			2
$20–	W							0
$29	N				1	1		2
$0–	W							0
$19	N							0
	W	20	2	3	1	1	0	27
Totals ...	N	4	1	2	3	3	0	13

The clustering of cases in the upper left quadrant (highest wage and greatest percentage of time worked) is most evident in Table 114, which shows the distribution of the DRG sample. Racial differences are also readily apparent, all three tables showing a higher percentage of white cases in the upper left quadrant.

Gross distinctions between the groups may be made more easily from Table 115, which shows the percentages of each subgroup in the different quadrants. For ease of designation, the lower right quadrant (lowest percentage of time worked and lowest wage index) will be called Level I, the upper left quadrant Level III, and the two quadrants remaining (upper right—low percentage worked but high wage—and lower left—high percentage worked, but low wage) will be combined as Level II.

Presented as a table, and with the data in the Level II quadrants[1] combined, these percentages appear as shown in Table 116. Over 40 percent of the retarded whites have worked over one-half of their free time and have averaged $50 a week or more during the last half of their work history. On the other hand, over 90 percent of the DRG pupils have done likewise. The employment problems of the Negro are clearly indicated when we note that a larger percentage of the retarded white youth attain to Level I than do the DRG Negroes.

---

[1] No attempt will be made to place low wage vs. a long period of work and high wage vs. a short period of work in a higher or lower position in this continuum. They are both definitely between the poles of low wage and low percentage of time worked and high wage and high percentage of time worked. Sufficient data have been given on each subject so that the reader may, if he desires, place borderline cases in categories of his own choosing.

TABLE 115

PERCENTAGES OF SUBJECTS REACHING CERTAIN VOCATIONAL ATTAINMENT LEVELS, BASED UPON WAGE INDEX AND PERCENTAGE OF TIME WORKED

Group	Worked 51–100 Pct. of Available Time		Worked 0–50 Pct. of Available Time	
	White	Negro	White	Negro
Wage Index—$50 or Over				
	Level III		Level II	
WCTS	42.3	15.8	17.3	10.5
DSC	45.3	26.7	20.8	6.7
DRG	92.6	38.5	7.4	15.4
Wage Index—$49 or Under				
	Level II		Level I	
WCTS	15.4	31.6	25.0	42.1
DSC	13.2	10.0	20.8	56.7
DRG		15.4		30.8

TABLE 116

PERCENTAGES OF SUBJECTS IN EACH VOCATIONAL ATTAINMENT LEVEL

Vocational Attainment Level	WCTS		DSC		DRG	
	White	Negro	White	Negro	White	Negro
Level III . . .	42.3	15.8	45.3	26.7	92.6	38.5
Level II	32.7	42.1	34.0	16.7	7.4	30.8
Level I	25.0	42.1	20.8	56.7		30.8
Totals	100.0	100.0	100.1	100.1	100.0	100.1

These data are presented pictorially in Figures 4 and 5, which show the percentages of the combined retarded groups and the DRG groups receiving wage indexes which placed them in Levels I, II, or III.

Types of Jobs Held and Reasons for Leaving Jobs

Types of jobs held

Further understanding of general and comparative job competencies of the three subject groups may be obtained from data in regard to the types of jobs held and reasons for leaving jobs.

Table 117 lists the last job held by each subject in the three groups who had held a job since leaving school.[1]

The jobs listed are so arranged that it is possible to distinguish easily between those held by the DRG subjects only, those held by both DRG subjects and the retarded, and those held by the retarded only. There is a clear progression of skill levels in many instances, and but a very few of the retarded can be considered as holding skilled jobs. The one case listed in a factory supervisory capacity (last case in list of jobs held by both retarded and DRG) and the meat cutter (last case in list of jobs held only by the retarded) are the outstanding skilled job examples. The one subject is a foreman in a factory supplying plastic moldings to the automobile industry, the other, a meat cutter in a grocery chain.

---

[1] In some instances this may represent a boy's first job also, as the subject had held only one job at the time of the survey. Not included are three cases whose last jobs were sheltered work or WCTS placements.

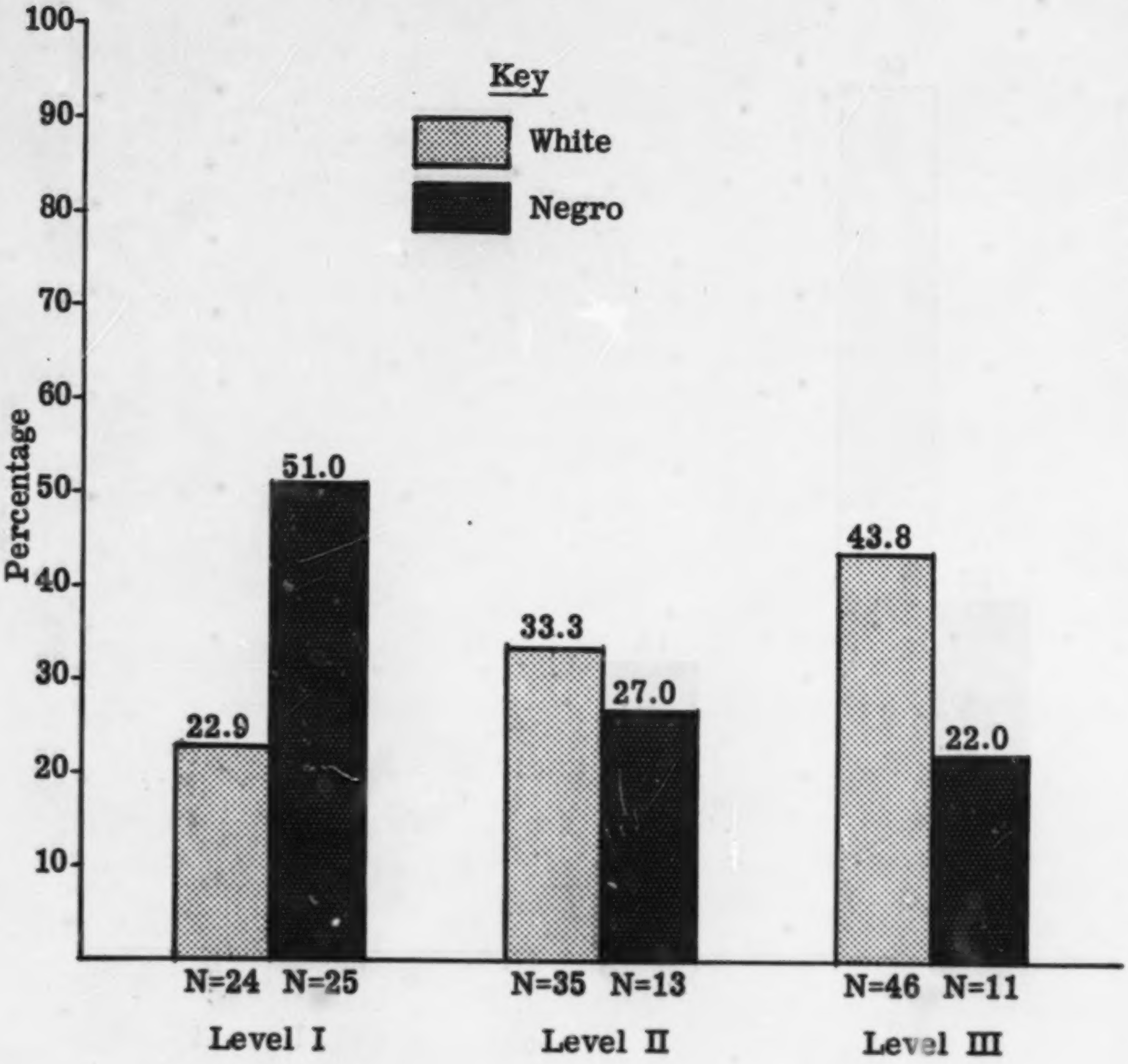


Figure 4. Percentages of retarded cases working at wage index and time levels I, II, and III.

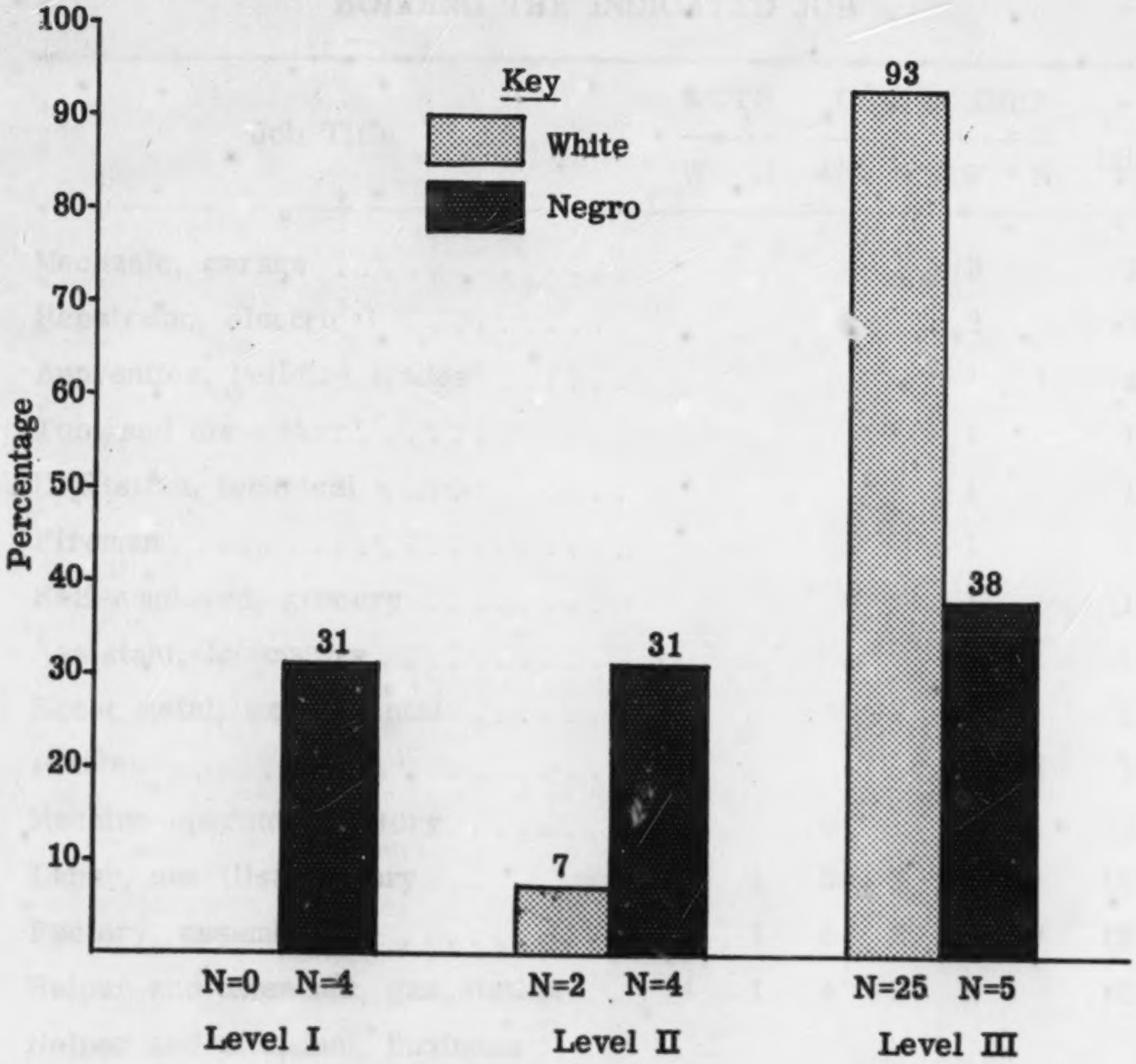


Figure 5. Percentages of regular grade cases working at wage index and time levels I, II, and III.

TABLE 117

LAST JOB HELD BY ALL SUBJECTS EVER HOLDING A COMPETITIVE JOB—BY NUMBER OF SUBJECTS HOLDING THE INDICATED JOB

Job Title	WCTS		DSC		DRG		Totals
	W	N	W	N	W	N	
Mechanic, garage					3		3
Repairman, electrical					2		2
Apprentice, building trades					1	1	2
Tool and die maker					1		1
Draftsman, technical					1		1
Fireman					1		1
Self-employed, grocery					1		1
Assistant, laboratory					1		1
Sheet metal, experimental					1		1
Printer						1	1
Machine operator, factory	12		8		1	1	22
Labor, unskilled factory	5	1	5	3	2		16
Factory, assembly	2	1	6	2	2	3	16
Helper and attendant, gas station	4	1	4	2	2		13
Helper and attendant, business and small industry	3	1	4	3	1		12
Stock boy, department store and other	4		1	2	3		10
Stock boy, grocery	1	1	4	1		2	9
Clerical and sales			1	1	4	2	8
Truck driver	5			2	1		8
Helper and attendant, car wash		4		2		1	7

TABLE 117 (Continued)

Job Title	WCTS		DSC		DRG		To-tals
	W	N	W	N	W	N	
Miscellaneous			2	1	1	2	6
Mail handler	1			2		2	5
Messenger			1	2	1		4
Helper and attendant, landscaping	1	1				1	3
Factory, supervisory			1		1		2
Labor, unskilled miscellaneous	5	2	3	3			13
Helper and attendant, building trades and allied	3	3	4	2			12
Helper and attendant, restaurant	3		2	4			9
Helper, truck driver's	2	1	5	1			9
Porter		4	2	3			9
Labor, unskilled dock	2	1	3	2			8
Labor, unskilled construction	1	1	3	2			7
Farm and allied	3		1	1			5
Helper and attendant, laundry	3	1	1				5
Railroad worker	2						2
Pin boy	1	1					2
Helper and attendant, theatre			1				1
Meat cutter	1						1
Total subjects	64	24	62	41	31	16	238

Table 118 gives the status of all cases not included in the previous tables; that is, those who had never held jobs for the reasons stated, or for whom there was inadequate information.

Reasons for leaving jobs

Reasons why the DSC boys left their jobs were analyzed. This group was selected as there was no institutional influence on any employer, either in obtaining the jobs or maintaining them for the subjects in case their original adjustments were not entirely satisfactory.[1]

The stated reasons why 165 jobs were left by these boys are given in Tables 119 amd 120, classified according to whether the reason seemed to be an acceptable one or a questionable one.

These reasons are given, insofar as possible, in the informants' own words.

"Acceptable" was defined as including situations over which the subject had no control, such as a general lay-off because of limited work; or situations in which the subject was carrying out some purposeful plan, such as leaving work to continue schooling, join the armed services, or for steadier work (in cases where the better job was obtained before the original one was left).

"Questionable" was defined as including any situations where the subject quit before securing another job,[2] or where the subject was discharged rather than laid off.

---

[1] The WCTS Social Service Department counsels boys from the Training School on employment and job problems, makes job placements in the local area, and continues their contact and help for some time.

[2] This might be too strict a judgment in some cases, but certainly, in view of the reasons given in the list, it would not apply to many.

TABLE 118

LAST JOB STATUS OF ALL MALE SUBJECTS IN THE THREE SAMPLES NOT REPORTED IN TABLE 117

Job Status	WCTS		DSC		DRG		Totals
	White	Negro	White	Negro	White	Negro	
School and armed forces	3	2	1	3	10	4	23
Institution for retarded	12		1				13
Incarcerated	2	4	2				8
On job market, never worked	2		4	1			7
Deceased . . .	1[a]			2			3
Mental hospital	1		1				2
Sheltered work		1	1				2
WCTS job placement . . .	1						1
Inadequate information . .	7	3	11	5		6	32
Totals	29	10	21	11	10	10	91

[a] One case noted elsewhere as deceased had held a job prior to death, and so was included in the previous table.

TABLE 119

"ACCEPTABLE" REASONS FOR LEAVING A JOB —110 JOBS HELD BY DSC SUBJECTS

Reason	No. of Cases
Left for a better job	38
Lay-off (general, lack of work)	27
Left to join armed forces	10
Employer went out of business	9
Temporary or seasonal work	8
Left for steady employment	3
Employer moved	3
Left to continue schooling	2
Left the state	2
Overweight (jockey)	2
Underage	1
Change of administration	1
Owner gave job to relative	1
Left to return to Detroit	1
Auto accident—discharged	1
Helper to neighbor who quit his job	1
Total	110

TABLE 120

"QUESTIONABLE" REASONS FOR LEAVING A JOB —55 JOBS HELD BY DSC BOYS

Quit		Discharged	
Reason	No. of Cases	Reason	No. of Cases
Not able to state	7	Absenteeism	3
No transportation	3	Insubordination	2
Didn't like job	3	Not given	2
Wages too low	3	Breaking and entering after working hours	1
Not full-time job	2	Did not report for work	1
Incarcerated	2	Drinking on job	1
Overworked	2	Fighting on job	1
Indolent	2	"Flighty"	1
Abusive boss	1	Laziness	1
Angry	1	Playing on job	1
Boss too cranky	1	Punched time card and left	1
Claimed illness at home (untrue)	1	Took time off without notifying employer	1
Didn't like working conditions	1	Theft	1
Felt employer taking advantage	1	Ungovernable temper	1
Income not steady	1	Unreliable	1
Poor treatment	1		
Tired of job	1		
Too cold in winter	1		
Unstable personality	1		
Work interfered with dates	1		
Total	36	Total	19

According to these definitions, one-third of the 165 jobs accounted for in the above listing were left for reasons of doubtful validity, either because the subject quit, moved often by ill-defined or unconsidered reasons, or because he was discharged for unacceptable behavior. The number of persons leaving jobs for these reasons was thirty out of a total of ninety-three, or 32.3 percent.

In the DRG group only 13.2 percent had left jobs for doubtful reasons, and 12.9 percent of the jobs held had been left for reasons so classified. In other words, almost three times as many retarded boys were discharged because of poor behavior or had quit without good reason than DRG boys. Likewise, almost three times as many jobs held by retarded boys were left—through poorly reasoned quitting, or discharges for cause—than were left by the DRG boys.

The implications for vocational counseling—in school and postschool—seem obvious.

Armed Service Record

Ninety-six of the 329 males in the study were found to have served in the armed forces. Records on eighty-three of these were secured from the various branches of the armed service, and data as to their rank, ratings, awards, offenses, and types of discharges follow.

Rank attained

The highest rank attained by any subject in the Army was corporal; in the Navy, petty officer second class; in the

Air Force, staff sergeant; and in the Marine Corps, the highest rank attained was sergeant.[1]

Table 121 shows the highest rank attained by each of the subjects reported on by the armed service.

The largest number of subjects (thirty-five) entered the Army; of these, two had risen to the rank of corporal by the time of the study; one was a DSC Negro boy, the other, a Regular Grade white boy. Both were still in the service and might well be expected to attain higher rank before release. Only two other retarded boys had attained noncommissioned officer status; one WCTS boy was a petty officer second class in the Navy, and one DSC boy was a corporal in the Marine Corps.

Table 122 presents the same data as were shown in the preceding table, but with similar ranks in the four services combined; e.g., Army Private E-1, Navy seaman recruit, Air Force basic airman, and Marine Corps private are all included in Rank 1. The other ranks are similarly combined according to level. It will be noted that seven of the twenty-six DRG boys on whom the armed forces reported highest rank had attained the fourth or fifth step—noncommissioned officer status—whereas only two of the fifty retarded subjects had attained this level.[2]

---

[1] Rank designations in every case are those in effect prior to January 1, 1959.

[2] It was noted previously that in addition, one retarded subject had attained corporal status in the Marine Corps, as shown in Table 121. One DRG subject had also been a Marine Corps corporal.

TABLE 121

HIGHEST RANK ATTAINED BY SUBJECTS REPORTED ON BY THE ARMED SERVICE, AND NUMBER AT EACH RANK IN EACH SERVICE

Rank	WCTS		DSC		DRG		To-tals
	W	N	W	N	W	N	
Army:							
1. Pvt. E-1	2		1	1			4
2. Pvt. E-2		3	2	2	1		8
3. Pvt. 1st.-Cl.	2	2	5	5	6	1	21
4. Corporal				1	1		2
5. Sergeant							
Navy:							
1. Seaman recruit							
2. Seaman apprentice					2		2
3. Seaman			1		1		2
4. Petty officer 3rd.					2		2
5. Petty officer 2nd.	1						1
Air Force:							
1. Basic airman	1					1	2
2. A/3	2	2	3	3	2	2	14
3. A/2	3			1		1	5
4. A/1					1	1	2
5. Staff sergeant					1		1
Marine Corps:							
1. Pvt.	2	1	1				4
2. Pvt. 1st. Cl.	1		1			1	3
3. Corporal			1			1	2
4. Sergeant					1		1
Not reported	2		2	1	1	1	7
Totals	16	8	17	14	19	9	83

TABLE 122

RANKS ATTAINED BY SUBJECTS REPORTED ON BY ARMED SERVICES (COMPARABLE SERVICE RANKS COMBINED)

Rank	WCTS		DSC		DRG		Totals
	White	Negro	White	Negro	White	Negro	
1	5	1	2	1		1	10
2	3	5	7	5	4	3	27
3	5	2	6	6	8	3	30
4				1	5	1	7
5	1				1		2
Not reported.	2		2	1	1	1	7
Totals	16	8	17	14	19	9	83

Character and proficiency ratings

Character and proficiency ratings were obtained on the majority of the subjects who had left the service.[1] These are shown in Tables 123 and 124. It will be noted that none of the DRG subjects were rated lower than excellent or good except in one instance, a boy who served two years in the Army, reached the rank of private E-3, and against whom there was no disciplinary record. He was rated fair in character and good in efficiency.

Contrarily, as may be noted from Table 125, twenty-one of the retarded young men were rated as poor, substandard, or unsatisfactory in one or both of the areas under consideration, as against nineteen who were not. Of the twenty-one receiving low ratings, ten received low ratings in both character and efficiency.

It may be noted from the above-mentioned tables that the major problem with the retarded was not so much in character—though six were rated poor and six unsatisfactory—as it was in proficiency, where three were rated substandard and sixteen unsatisfactory. This is apparently a simple reflection of lack of ability to cope with the complex duties—mechanical and otherwise—required of a soldier in today's armed force.

Awards

Twenty-five of the eighty-three subjects upon whom data were obtained had received awards. Two of the DSC subjects and one of the DRG subjects had received three each. The most common award, the National Defense Service Medal, had been received by sixteen

---

[1] These are not usually available on persons still on active duty.

TABLE 123

ARMED SERVICES RATINGS IN CHARACTER RECEIVED BY EIGHTY-THREE SUBJECTS

Rating	WCTS		DSC		DRG		Totals
	White	Negro	White	Negro	White	Negro	
Excellent	1	2	5	6	8	3	25
Good	6	1	6		2	1	16
Fair					1		1
Poor	1	1	1	3			6
Unsatisfactory	2	1	1	2			6
Unknown	4	2	2	1	2	1	12
Not available	2	1	2	2	6	4	17
Totals	16	8	17	14	19	9	83

TABLE 124

ARMED SERVICES RATINGS IN PROFICIENCY RECEIVED BY EIGHTY-THREE SUBJECTS

Rating	WCTS		DSC		DRG		Totals
	White	Negro	White	Negro	White	Negro	
Excellent		1	2	4	8	4	19
Good	3	1	3	1	3		11
Satisfactory	1		1	1			3
Fair	2						2
Substandard	2	1					3
Unsatisfactory	2	2	7	5			16
Unknown	4	2	1	1	2	1	11
Not available	2	1	3	2	6	4	18
Totals	16	8	17	14	19	9	83

TABLE 125

NUMBERS OF PERSONS WHOSE RATINGS WERE ALL FAIR OR HIGHER, OR POOR OR LOWER

Character of Rating	WCTS	DSC	DRG
All ratings excellent, good, or fair	7	12	15
One or more ratings poor, substandard, or unsatisfactory	8	13	
Unknown or not available	9	6	13
Totals	24	31	28

subjects, and the Good Conduct Medal had been awarded to ten subjects.

Table 126 shows the numbers and types of awards made to individuals in the different groups.

It is interesting to note that in this respect, the record of the DSC group is practically the same as that of the DRG group.

Offenses and disciplinary action

The majority of the offenses charged against subjects while they were in the armed forces were of a strictly military nature. Being away without leave was the leading offense (twenty-five instances), followed closely by failure to obey a lawful order or report to the appointed place (eleven instances). Only eight offenses were of a nonmilitary nature: there was one instance of larceny, two each of drunkenness and assault, and three instances of theft.

Disciplinary actions were classified as follows, in order of frequency: (a) reprimand, or commanding officer's nonjudicial action; (b) restriction to area or extra duty; (c) confinement and/or hard labor for less than six months; (d) confinement and/or hard labor for six months or over; (e) reduction in rank; and (f) forfeiture of pay. In addition, there were sixteen cases in which a special or summary court martial was held, but the resulting action, if any, was not reported. Table 127 shows the types of actions taken, by individual cases.

Fifteen of the retarded boys had received sentences requiring their confinement for varying periods, while only one of the DRG boys had received a similar sentence (ten days for sleeping on post while posted as a sentinel).

TABLE 126

NUMBERS AND TYPES OF AWARDS MADE TO SUBJECTS SERVING IN THE ARMED FORCES

Award	WCTS	DSC	DRG
National defense service medal	4	8	4
Good conduct medal	2	3	5
United Nations medal		1	1
Army of occupation medal (Germany) ...		2	
Korean service medal		1	1
China service medal			1
Marksman carbine			1
Expert rifle M-1			1
Totals	6	15	14

TABLE 127

TYPES AND NUMBERS OF TIMES SUBJECTS RECEIVED DISCIPLINARY ACTION—BY INDIVIDUAL CASES

Case No.	Disciplinary Action[a]							To-tals
	A	B	C	D	E	F	G	
				WCTS—White Males				
527		1						1
541							1	1
544							1	1
583			1	2				3
669		1						1
671						1		1
694			1		1			2
635	2							2
				WCTS—Negro Males				
550				1				1
566				1				1
630							3	3
				DSC—White Males				
91			2					2
106		2						2
132		2			1			3
134	1		1	1				3

[a] Disciplinary action: A = reprimand, or commanding officer's nonjudicial action; B = restriction to area or extra duty; C = confinement and/or hard labor for less than six months; D = confinement and/or hard labor for six months or over; E = reduction in rank; F = forfeiture of pay; G = action of court martial not reported.

TABLE 127 (Continued)

Case No.	Disciplinary Action[a]							Totals
	A	B	C	D	E	F	G	
				DSC—Negro Males				
10							2	2
15		1						1
17			3					3
43							3	3
44			1	1				2
47							1	1
48							3	3
49	1							1
				DRG—White Males				
307	2						1	3
324	1							1
349	5						1	6
370		4						4
				DRG—Negro Males				
322	2							2
351			1		1			2
374					1			1
381					1			1
Totals	14	11	10	6	5	1	16	63

[a] **Disciplinary action:** A = reprimand, or commanding officer's nonjudicial action; B = restriction to area or extra duty; C = confinement and/or hard labor for less than six months; D = confinement and/or hard labor for six months or over; E = reduction in rank; F = forfeiture of pay; G = action of court martial not reported.

When the percentage of cases requiring disciplinary action is computed, the figures appear as shown in Table 128. The trend shown in many other tables is again apparent, the WCTS subjects show the highest percentage involved in offense, with the DRG subjects showing the lowest.

Types of discharges

Perhaps the most revealing judgment rendered in regard to the relative abilities of the retarded to bear their full share of adult responsibilities is that presented by the nature of their discharges from the armed services, as shown in Table 129.

Forty-seven of the fifty-five retarded subjects had received their discharge; and of these, fifteen—or 31.9 percent—were classified under the headings of "undesirable," "bad conduct," or "dishonorable." The comparable figures for the DRG group were one, and 6.3 percent.

Further analysis of the discharges reveals that even the "honorable" and "general under honorable conditions" discharges did not necessarily indicate ability to meet the responsibilities of armed forces service.

Rather, in the DSC group, five of the honorable discharges were for "lack of job performance potential" and were issued after relatively short periods of service, and two of the general discharges were for similar reasons. For the WCTS group, three honorable and three general discharges were for variously designated forms of low aptitude.

If these figures are added to those considered earlier—that is, the numbers released under other than honorable conditions—we find that twenty-eight, or 59.6 percent of the retarded, had failed to meet the minimum essentials for successful armed forces service,

TABLE 128

NUMBERS AND PERCENTAGES OF SUBJECTS RECEIVING AND NOT RECEIVING DISCIPLINARY ACTION WHILE IN THE ARMED FORCES

Disciplinary Action Received	WCTS		DSC		DRG	
	No.	Pct.	No.	Pct.	No.	Pct.
Yes	11	45.8	12	38.7	8	28.6
No	13	54.2	19	61.3	20	71.4
Totals	24	100.0	31	100.0	28	100.0

TABLE 129

TYPES OF DISCHARGES RECEIVED BY SUBJECTS SERVING IN THE ARMED FORCES

Type of Discharge	WCTS		DSC		DRG		Totals
	White	Negro	White	Negro	White	Negro	
Honorable	5	4	11	4	10	2	36
General, under honorable conditions	3	1	2	2		2	10
Undesirable	3		1	3	1		8
Bad conduct	2	2	1	2			7
Dishonorable		1					1
Not reported					1		1
Still in service	3		2	3	7	5	23
Totals	16	8	17	14	19	9	83

and had been discharged because of incompetence or undesirable conduct.[1]

It must also be noted that this was the result of an "in-service" screening. How many of the retarded attempted to enter the service but were rejected is not known.[2]

In summary, it may be stated that while some of the retarded in this study had the capabilities to serve adequately, and even to advance to noncommissioned officer status in the armed forces, the majority failed to meet the responsibilities placed upon them in the areas of competence and behavior. They were the recipients of more disciplinary actions and received lower ratings in both character and proficiency than did the DRG subjects.

When it is noted that nearly two-thirds of those retarded subjects who were admitted to the armed services failed to adjust successfully or to reach the required degree of proficiency in service-oriented skills, it would seem reasonable to advise anyone counseling the retarded to consider each individual case very carefully before recommending that the subject enter the armed forces. Recommendation of a course of action in which two out of three fail, even after acceptance by the armed forces, may well be a questionable procedure in view of what is believed concerning the impact of continued and repeated failures upon the retarded.

---

[1] Whether the discharge type of the eight subjects still in service will change this finding is subject to conjecture.

[2] Unfortunately, perhaps, no attempt to gather this information was made. However, notes concerning such rejections appear on many of the interview protocols.

Adult Police Records

Data on adult records of the subjects in this study were gathered as to numbers and types of offenses committed and their dispositions. The Detroit Police Department, Michigan State Police, and other police departments in Michigan and other states furnished official records. Data on causes and duration of prison sentences were obtained from the Michigan Department of Corrections and from similar departments in other states, or from the individual institutions where subjects were known to be incarcerated.

Table 130 presents data on the number and types of offenses committed by the various samples and shows the percentage of each subgroup involved. Cases of unlawful entry involving, of course, the probability of theft were most numerous. These were followed by thefts not involving either unlawful entry or thefts from the person. Unlawful use of an automobile was third, closely followed by thefts from the person. Eight of the WCTS male subjects in the study had never been released from the institution, and two were deceased prior to their seventeenth birthday. Thus, it is found that 68 of a total of 117 cases, or 58.1 percent, of the WCTS group had some form of police record. Excluding the two deceased DSC subjects, the comparable percentage for them is 39.1, and for the DRG subjects it is 22.4. It is also noticeable that the retarded individuals with a record committed more offenses per person, averaging 4.0 offenses each as against 3.2 offenses for the DSC subjects, and 2.67 each for the DRG subjects.

This aspect of the data is brought out in Table 131, which shows the number of persons committing offenses as adults and the number of offenses committed per person. It may be noted that

TABLE 130

NATURE OF 482 ADULT (AGE 17-0 OR OVER) OFFENSES COMMITTED BY MALE SAMPLE SUBJECTS, SHOWING PERCENTAGES OF TOTAL NUMBER OF OFFENSES COMMITTED BY EACH GROUP, BY NATURE OF OFFENSES

Offense	Total No.	WCTS		DSC		DRG	
		WM (N=44)	NM (N=24)	WM (N=26)	NM (N=26)	WM (N=3)	NM (N=12)
Unlawful entry[a]	114	24.0	25.9	25.4	17.5	12.5	31.2
Thefts, other	77	12.7	19.8	19.7	15.4	37.5	6.2
Unlawful use, auto	52	13.3	12.1	7.0	10.3	12.5	3.1
Thefts from person	48	5.1	14.6	7.0	12.4		18.8
Acts of mischief	41	8.9	8.6	5.6	12.4		3.1
Liquor, narcotics, gambling.	38	13.9	3.4	8.5	2.1		12.6
Injury to person	35	6.3	6.0	8.5	11.3		3.1
Miscellaneous	31	5.7	5.2	5.6	9.3	12.5	6.2
Sex misconduct	21	6.3	0.9	4.2	4.1	25.0	3.1
Creating disturbance . . .	13	1.9	2.6	5.6			9.4
Military Offenses	12	1.9	0.9	2.8	5.2		3.1
Totals	482	100.0	100.0	99.9	100.0	100.0[b]	99.9
Pct. of persons offending . . .		47.3	70.6	31.3	50.0	7.3	46.2
No. of offenses committed . . .		158	116	71	97	8	32

[a] For specific offenses under each category, see Table 80.

[b] Based on eight offenses.

TABLE 131

NUMBERS OF PERSONS COMMITTING OFFENSES AS ADULTS, AND NUMBERS OF OFFENSES PER PERSON[a]

No. of Offenses	WCTS		DSC		DRG	
	White Male	Negro Male	White Male	Negro Male	White Male	Negro Male
1	12	7	9	7	2	2
2	7	5	6	5		3
3	8	4	5	4	1	2
4	6	1	2	4		2
5	1	2	2	3		1
6	3	3		2		
7	3					1
8	2		1			
9	1	1				
10 or more .	1	1	1	1		1
Totals	44	24	26	26	3	12
Pct. of sample	47.3	70.6	31.3	50.0	7.3	46.2

[a] Including traffic offenses for which a warrant was issued.

thirty-one persons had been apprehended five or more times each. These thirty-one individuals had committed over one-half of the total number of offenses.

Table 132 shows the dispositions made on the 482 cases in the order of their frequency. The largest number of cases, 41.5 percent, were dropped.[1]

Sentences involving fines or a choice of fine or jail, sometimes including probation, accounted for 15.2 percent of the offenses, followed by prison sentences in 9.5 percent of the cases and mandatory jail or jail and probation sentences in 9.1 percent of the cases.

Tables 133, 134, and 135 show separately, for the three sample groups and their race subgroups, the number of offenses by type, and the types of disposition, by number, for each offense.

Further discussion of adult law records will be found in a later portion of this report.

This chapter has presented data on the general status and employment of the subjects at the time of interview and has characterized their vocational adequacy according to the percentage of time they had worked and their average wages during the last one-half of their work history. Data on types of jobs held, unemployment, and reasons jobs were left have also been given. Armed services and adult police records of the three groups were presented and compared.

Employment percentages alone were found to be misleading, so a productive-nonproductive rating was devised. By this measure, somewhat less than one-half of the WCTS subjects were called productive, while approximately two-thirds of the DSC and 85 percent

---

[1] For a complete listing of the specific designations here categorized see Table 83.

TABLE 132

DISPOSITIONS ON 482 ADULT OFFENSES[a]

Disposition	WCTS		DSC		DRG		To-tals	Pct.
	WM	NM	WM	NM	WM	NM		
Case dropped	51	56	32	42	4	15	200	41.5
Fine and/or jail and/or probation . . .	24	18	8	15	1	7	73	15.2
Prison	13	12	8	9	2	2	46	9.5
Jail or jail and probation	19	9	6	6		4	44	9.1
Probation	18	5	5	7		2	37	7.7
No disposition	6	7	1	4	1		19	3.9
Continue supervision	6	3	4	2		1	16	3.3
Further investigation	3	1	3	6		1	14	2.9
Not guilty	3	2	3	3			11	2.3
Institutional placement	10						10	2.1
Sentence suspended	3	3		1			7	1.5
Miscellaneous	2		1				3	0.6
Referred to a social agency				2			2	0.4
Totals	158	115	71	97	8	32	482	100.0

[a] Exclusive of traffic offense dispositions.

TABLE 133

ADULT OFFENSES AND THEIR DISPOSITIONS—WCTS

Offense	WM or NM	Disposition[a]												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Unlawful	W	18	8		5	3					1	1	2	38
entry . . .	N	20	2	2	4					1			1	30
Theft,	W	3	3	5	4	2			1				2	20
other . . .	N	12	8		2	1								23
Unlawful use,	W	8	1	4	1	4	1	1	1					21
auto . . .	N	6	3	2	2					1				14
Liquor, narcotics,	W	7	7	4		2			1	1				22
gambling .	N	2	2											4
Theft from	W	4	2				2							8
person . .	N	9	2		4	2								17
Acts of	W	4	1			1	1	7						14
mischief .	N	1		1					2				6	10
Injury to	W	3	1	2	2	2								10
person . .	N	5		1		1								7
Miscel-	W			2	1	1	2	1			1	1		9
laneous .	N	1		2			3							6

[a] Disposition: A = case dropped; B = fine or fine and/or jail and/or probation; C = jail or jail and probation; D = prison; E = probation; F = referred for continued supervision; G = institutional placement; H = sentence suspended; I = not guilty; J = referred for further investigation; K = miscellaneous; L = no disposition; M = total.

TABLE 133 (Continued)

Offense	WM or NM	Disposition[a]												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Sex misconduct .	W	3	1	2		3		1						10
	N			1										1
Creating disturbance . . .	W	1								2				3
	N		1			1			1					3
Military offense .	W										1		2	3
	N										1			1
Totals . .	W	51	24	19	13	18	6	10	3	3	3	2	6	158
	N	56	18	9	12	5	3	0	3	2	1	0	7	116

[a] Disposition: A = case dropped; B = fine or fine and/or jail and/or probation; C = jail or jail and probation; D = prison; E = probation; F = referred for continued supervision; G = institutional placement; H = sentence suspended; I = not guilty; J = referred for further investigation; K = miscellaneous; L = no disposition; M = total.

TABLE 134

ADULT OFFENSES AND THEIR DISPOSITIONS—DSC

Offense	WM or NM	Disposition[a]												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Unlawful	W	11	3	3		1								18
entry . . .	N	10	1	2			1						3	17
Theft,	W	4	1	2	2	2	1	1					1	14
other . . .	N	7	4	1	2	1								15
Theft from	W	5												5
person . .	N	8	1	2					1					12
Injury to	W	2	1	2	1									6
person . .	N	7	2			1			1					11
Acts of	W	3										1		4
mischief .	N	4	4		1	2					1			12
Unlawful use,	W	4				1								5
auto . . .	N	4	1	3	1								1	10
Miscel-	W			1	1			2						4
laneous .	N		1	1	1	2		2		2				9
Liquor, narcotics,	W	2	1		1				2					6
gambling .	N		1						1					2

[a] Disposition: A = case dropped; B = fine or fine and/or jail and/or probation; C = prison; D = jail or jail and probation; E = probation; F = referred for further investigation; G = referred for continued supervision; H = not guilty; I = referred to social agency; J = sentence suspended; K = miscellaneous; L = no disposition; M = total.

TABLE 134 (Continued)

Offense	WM or NM	Disposition[a]												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Military offense .	W						2							2
	N						5							5
Sex misconduct .	W	1				1		1						3
	N	2			1	1								4
Creating disturbance . . .	W		2		1				1					4
	N													0
Totals . .	W	32	8	8	6	5	3	4	3	0	0	1	1	71
	N	42	15	9	6	7	6	2	3	2	1	0	4	97

[a] Disposition: A = case dropped; B = fine or fine and/or jail and/or probation; C = prison; D = jail or jail and probation; E = probation; F = referred for further investigation; G = referred for continued supervision; H = not guilty; I = referred to social agency; J = sentence suspended; K = miscellaneous; L = no disposition; M = total.

TABLE 135

ADULT OFFENSES AND THEIR DISPOSITIONS—DRG

Offense	WM or NM	Disposition[a]								
		A	B	C	D	E	F	G	H	I
Unlawful	W	1								1
entry	N	6	1	2		1				10
Theft from	W									0
person	N	2	3		1					6
Theft,	W	3								3
other	N	2								2
Liquor, narcotics,	W									0
gambling	N	3							1	4
Creating	W									0
disturbance	N		2	1						3
Miscella-	W								1	1
neous	N					1	1			2
Sex mis-	W				2					2
conduct	N	1								1
Unlawful use,	W		1							1
auto	N		1							1
Injury to	W									0
person	N				1					1
Acts of	W									0
mischief	N			1						1
Military	W									0
offense	N	1								0
	W	4	1	0	2	0	0	0	1	8
Totals	N	15	7	4	2	2	1	1	0	32

[a] Disposition: A = case dropped; B = fine or fine and/or jail and/or probation; C = jail or jail and probation; D = prison; E = probation; F = referred for further investigation; G = referred for continued supervision; H = no disposition; I = total.

of the DRG subjects were so rated. It was found that the regular grade subjects had held their jobs for appreciably longer periods, had had less unemployment, and had earned higher wages than the retarded. An exception to this general rule occurred in the Negro regular grade subgroup. A smaller percentage of their number had worked over 50 percent of the time than had the retarded white youth, and their average wages were lower than those of the retarded whites. As no data were found which would indicate a lower level of ability in this group, reasons for their position must be sought elsewhere and are not treated in this study.

A vocational attainment level rating was developed which utilized both average earnings and percentage of time worked. According to this rating, the majority of the DRG subjects were in Level III, the highest, while—depending upon subgroup—from 20 to 55 percent of the retarded were in Level I, the lowest. Here again, fewer of the regular grade Negroes attained the upper levels than did retarded whites.

The retarded were discharged for cause, or quit jobs for unacceptable reasons, more frequently than did the regular grade youth—in fact, about twice as often—and twice as high a percentage of the retarded subjects were involved in such changes.

Armed service records of the three groups revealed that the functioning of the retarded was, more often than not, unsatisfactory. Almost two-thirds of those discharged to the date of the study had been discharged for incompetence or unacceptable behavior.

The adult police records of the various groups revealed that, both in number of persons involved and number of offenses per person, the WCTS group was highest, followed by the DSC group. The DRG group was involved in fewer offenses, and a lower percentage of their number had ever been apprehended for an adult law violation.

Thus far, no attempt has been made to combine findings in separate areas in order to arrive at an evaluation of general adjustment on the part of any individual or group. The section which follows will present a frame of reference for such an evaluative procedure and data derived from its application.

Criteria for Evaluation of Adjustment After Leaving School

Previous analyses have described the characteristics of the samples on a number of variables. Evaluative judgments have been avoided in the interest of first presenting objective descriptions of the groups.

However, it is relevant to the purposes of this study to attempt to determine what proportion of the subjects in the various samples met, or failed to meet, certain criteria of adjustment. Information was desired as to the number of boys who had experienced serious difficulties in community living of one kind or another.

For this purpose, it was necessary to establish criteria of adjustment and to define the meaning of a "serious difficulty." A starting point for developing such a frame of reference is to be found in the purposes and philosophy of the Wayne County Training School and the Detroit Special Classes for retarded. Both of these programs operate on the assumption that the majority of children admitted for training are those who will later be able to live independently in the community. The purpose of these training programs is—through "special" education—to provide the retarded child with a basic set of attitudes, habits, knowledges, and skills that will enable him to find a place in normal competitive community life. Therefore, it is of interest to know how many subjects were living in a socially acceptable and minimally competent manner in the community. In developing criteria for evaluating community adjustment the question was repeatedly asked: "Does this behavior reflect on the subject's ability to maintain himself in the community without becoming an offender, or a financial or social burden, to public agencies or to others who feel a special responsibility for him?"

Another factor affecting the frame of reference by which "success" was evaluated stems both from the character of the training programs and from the design of the present study. In this study the follow-up period covered, for most subjects, the years from age sixteen through age twenty-one. Workers in the field of special education of the retarded are concerned with the extent to which their responsibilities as educators should continue past the age, often sixteen, at which their present legal responsibilities may terminate. Perhaps abandonment of the slow learners early in the period of their adolescence leaves them inadequately prepared for the immediate posttraining period. Therefore, in developing methods of evaluating the quality of adjustment of the subjects in this study, questions of the following nature were asked: "Was the subject functioning independently and successfully in the community?" "Did his adjustment reveal a lack of knowledge, ability, guidance, control, or timely assistance?"

Each male subject was rated, or—more properly—"categorized" on each of the three scales relating to postschool adjustment. The first scale dealt with the subject's work history; the second, with his record of law observance; and the third, with a miscellaneous set of difficulties not covered by the first two.

The category labelled "C" in each area includes those cases which had serious difficulties. Since the criteria by which subjects were placed in this category are made explicit in accompanying definitions, the reader can decide for himself whether to accept the judgment that a particular difficulty was a "serious" one—one that placed the subject's community adjustment in jeopardy. In the first two areas Category B includes those whose adjustment was considered marginal. This category is omitted in the evaluation of the miscellaneous difficulties for reasons that are explained below. In all three areas Category A includes those who do not show the types of difficulties dealt with in the table.

Finally, a table is presented which shows the number of boys who had serious difficulty in one or more of the three areas.

Summary categorization of work record

Since neither the amount of time employed nor the wage earned are, by themselves, adequate indices of vocational success, it was considered desirable to create another set of categories which combined these two factors and took into consideration other relevant characteristics of each subject's work history. Distributions on this new set of categories are presented in Table 136.

The major variables in this summary categorization are: the percent of time worked and the wage index. These two measures have already been defined. Certain values on each scale were first selected as points defining the margins of the evaluative categories. The best work record was defined as one in which the subject had worked a minimum of 75 percent of the time that he had been on the

TABLE 136

DISTRIBUTION ON POSTSCHOOL WORK RECORD FOR MALES IN THE THREE SAMPLES

Descriptive Category (pct. worked—wage index)	WCTS		DSC		DRG	
	W	N	W	N	W	N
A 1. Over 75 pct.—$60 and up	13	0	14	5	18	2
2. Continued schooling	0	0	3	0	11	6
3. Under 24 months	3	1	3	3	1	0
B 1. 51–75 pct.—$40–59	6	3	4	0	1	0
2. 51–75 pct.—$60 and up	4	0	5	2	2	2
3. 76 pct. and over—$40–59	5	1	1	1	0	0
4. Under 24 months	0	1	2	0	0	0
C 1. 50 pct. or less—under $40	10	6	8	15	0	4
2. 50 pct. or less—$40 and up	13	6	12	5	2	3
3. Over 50 pct.—under $40	4	3	6	3	0	0
4. Poor work history	2	1	0	0	0	0
5. Under 24 months	3	2	3	4	1	0
D 1. In armed services	2	3	4	3	5	5
2. In prison	1	2	1	3	0	0
3. In institution	14	0	1	0	0	0
4. Deceased	2	0	0	2	0	0
5. Sheltered work	4	1	3	0	0	0
E Inadequate information	7	4	13	6	0	4
Totals	93	34	83	52	41	26

job market and whose wage index had been at least $60 per week. Conversely, the poorest work history category included those who had worked 50 percent of the time of less or whose wage index was below $40. The middle category includes those who qualified for neither of the end categories. These are the three major levels, which are represented by the letters A, B, and C in Table 136.

The values selected to define the categories were chosen both on an a priori basis and on the basis of an inspection of the work histories. The value of $40 per week represents the minimum wage, while $60 per week would provide a wage of $1.50 per hour, a value which was found to approximate the lowest wage rate for regular factory production labor in the Detroit area. The values of 50 percent and 75 percent as the cut-off points for "percentage of time worked" seemed reasonable limits for relatively "poor" and relatively "good" employment records for individuals of the ages of those in this study. Fifty percent unemployment would mean, for most of the subjects, from one to three years of idleness in the community.

However, these values were also selected after inspection of the data suggested that these cut-off points led to a grouping of subjects that seemed in accord with qualitative judgments of vocational adequacy. Those boys whose wage index was below $40 per week were those, by and large, who had not progressed beyond jobs that might be termed "boy" jobs; i.e., helpers, low-level service jobs, messengers, et cetera. On the other hand, those whose wage index was $60 or over were generally holding jobs in competition with average adults of comparable age.

Most of the subcategories within the three major categories represent the different possible combinations of percentage of time worked and the wage index. These require no explanation. Subcategory A2, "continued schooling," includes those subjects who spent relatively little time on the job market because they continued through high school or college. They were classed in the best "work history" category on the assumption that their additional schooling would lead to a relatively good work record.

The subcategories labelled "under 24 months" (A3, B4, and C5) were included for those subjects who had been on the job market for less than twenty-four months. It was felt that the two basic indices might not present a fair picture for these individuals. Therefore, they were placed in one of the three major categories on the basis of a judgment of the quality of their short work record.

Cases that were on the labor market a very short time or under conditions that did not warrant a judgment as to the adequacy of their work efforts were placed in one of the nonrelevant categories (D). However, every effort was made to place subjects in an evaluative category if this seemed at all reasonable. For example, it would seem reasonable to consider as relatively successful a subject who secured a job and earned well (sufficient to warrant an A-1 classification) for one year and then decided to complete his armed services requirement, and thus spent only one year on the job market. At the other extreme is the case of the boy who seemed uninterested in employment, worked for only a few days or weeks, and who then was imprisoned after only a year or so on the job market. It would seem that such a case is more accurately presented in group statistics among those with a poor work history than among those for whom a work history evaluation is not relevant. In this case, poor work habits and attitudes were probably intimately related to those attitudes leading to law violations.

The "poor work history" category (C4) includes some cases, as explained below, for which exact figures were not available or for which, for some reason, application of the other criteria was inappropriate. One boy in this subcategory, for example, was placed on a series of supervised job placements. He failed in all of them and, after varying periods of time, was returned to WCTS. Thus, although he was employed 100 percent of the time while in the community, this percentage is meaningless, since when "fired" he did not become "unemployed," but was reinstitutionalized. His work history was obviously very poor. Other cases in this category are alike in that exact information about their work performance was scanty although it was very clear that they had done poorly. For example, in the WCTS woup, all of the boys so categorized had poor family relationships and had been on the move. Two were chronic law violators with prison and jail sentences and one was finally placed in a mental hospital. The fourth was excluded from his home because the father said he wanted to be a "parasite" and the mother refused to prepare meals for him because of his shiftless irresponsibility. All of these cases are most properly considered as in the poorest category (C).

In assessing the meaning of the "C" category, it will be noted that the large majority of cases would be placed here by virtue of the one criterion, "percentage of time employed."

In Table 137 are presented the percentage of cases in each of the postschool work record categories. In determining the percentages, the cases for whom there was inadequate information (Category E, Table 136) have been excluded.

It is apparent that those in the DRG subgroups had considerably better work records, according to the criteria used here, than

TABLE 137

PERCENTAGES OF CASES IN THE MAJOR DESCRIPTIVE CATEGORIES FOR POSTSCHOOL WORK RECORD

Category[a]	WCTS		DSC		DRG	
	White (N=86)	Negro (N=30)	White (N=70)	Negro (N=46)	White (N=41)	Negro (N=22)
A	18.6	3.3	28.6	17.4	73.1	36.4
B	17.4	16.7	17.1	6.5	7.3	9.1
C	37.2	60.0	41.4	58.7	7.3	31.8
D	26.7	20.0	12.9	17.4	12.2	22.7
Totals	99.9	100.0	100.0	100.0	99.9	100.0

[a] See Table 136 and the accompanying text for a description of these categories.

those in the two retarded groups. While the WCTS and DSC groups appeared quite similar, Category D for the WCTS group was composed primarily of boys who were institutionalized for most of the outcome period. When they are included among those with a relatively poor vocational outcome, the WCTS group is shown to have had a somewhat poorer work record than the DSC group.

All of the white subgroups had better work records than the corresponding Negro subgroups.

Summary categorization of law record

The ordering of subjects according to the degree to which they had been involved with the law during the postschool period has been accomplished by the use of objective criteria. Descriptive categories were developed based primarily on two factors: frequency of police contact and severity of the sentence imposed by the court. Three major categories were used: boys who had been in serious trouble were placed in Category C; those in little trouble, in Category A; while those with an intermediate degree of law involvement were placed in Category B.

In each major category there are several subcategories representing different criteria by which a subject was placed in the major category. The distributions for the males in all three sample groups on these law-observance categories are presented in Table 138.

Definition of several terms used will help to explain the categories. A "charge" means that on the police record there was an official entry to the effect that the subject had been held by the police for a specified offense. The relationship between a police charge and actual guilt is probably quite high, regardless of the

TABLE 138

DISTRIBUTION ON POSTSCHOOL LAW RECORD FOR MALES IN THE THREE SAMPLES

Descriptive Category	WCTS		DSC		DRG	
	W	N	W	N	W	N
A 1. No record	27	4	35	17	33	7
2. 1 or 2 charges, no action	6	5	13	2	3	6
3. 1 or 2 penalties	6	2	5	2	2	1
B 1. 3 or more charges	3	2	3	5	1	2
2. 1 probation or jail	8	1	5	4	0	2
C 1. 10 or more charges[a]	4	5	1	4	0	2
2. Probation over 2 years	10	6	5	5	1	3
3. Correctional school	2	2	1	2	0	0
4. Jail or probation twice	22	14	7	11	0	5
5. Prison (state or U.S.)	12	13	9	9	1	2
C (Total number of persons)	(25)	(17)	(11)	(15)	(2)	(7)
D 1. Institution (retarded)	13	1	2	0	0	0
2. Deceased	2	0	0	2	0	0
E Inadequate information	3	2	9	5	0	1
Totals (persons)	93	34	83	52	41	26

[a] In the major categories A and B a subject was entered only once; namely, at the level considered to be the most serious difficulty with the law. But in Category C a person was entered in each subcategory for which he qualified. The total numbers of persons in Category C are the figures in parentheses.

court disposition of the case, since the police must have a reasonably sound basis for holding and charging an individual with an offense. The term "jail" used here as a disposition means that the subject spent time in a local jail, as opposed to a state or federal prison.

Following are explanations for those subcategories in Table 138 which are not self-explanatory:

A2. One or 2 charges, no action.—"No action" means that the case was closed without the subject being tried or sentenced. Typical disposition of this type would be: "complainant refused to prosecute," "dismissed, no case," et cetera.

B2. One probation or jail.—The subject was placed on probation or in jail on only one occasion.

C2. Probation over two years.—The subject had been sentenced at one time or on several occasions to a total of more than two years of probation.

C4. Jail or probation twice.—The subject served a jail sentence or a probation period, and at a later date was sentenced to either jail or probation again. The intent was to include those individuals who were "repeaters" after having been made well aware of the consequences of law violation.

Category D includes those persons for whom classification according to law violations was not appropriate. Those in the armed services for most of the period were not included in Category D, since their service record was evaluated according to the criteria described above.

In Categories A and B, the subcategories are listed in order of the judged seriousness of the law involvement described by the subcategory, the first subcategory being considered the least serious. A subject was placed in only one subcategory, the most serious for which he qualified.

In Category C, on the other hand, no attempt was made to order the subcategories according to seriousness, and a subject was counted in each subcategory for which he qualified. The purpose of this multiple entry was to present a picture of the frequency of the various types of major difficulties. In Category C (total number of persons) are given the number of persons placed in that category. Thus, these numbers, rather than the entries in the subcategories, are used to arrive at the totals at the bottom of Table 138.

In Table 139 are presented the percentage of cases in each of the postschool law record categories. Cases for whom there was not adequate information (Category E in Table 138) have been excluded in the calculation of these percentages. It is apparent that the WCTS subgroups tended to have the greatest difficulty with the law, the DRG subgroups the least. In addition, those in the white subgroups had less difficulty than those in the corresponding Negro subgroups.

Other difficulties relating to social competence during the postschool period

While vocational incompetence and a tendency to violate the law are major weaknesses which may endanger a boy's adjustment to the community, there is a variety of other behavioral traits which can also impair development toward adult independence and responsibility. An attempt has been made to categorize these other types of difficulties and to determine the number of individuals showing one or more of these characteristics. This information is presented in Table 140.

TABLE 139

DESCRIPTIVE CATEGORIES FOR POSTSCHOOL LAW RECORD

Law Category	WCTS		DSC		DRG	
	White (N=90)	Negro (N=32)	White (N=74)	Negro (N=47)	White (N=41)	Negro (N=25)
A	43.3	34.4	71.6	44.7	92.7	56.0
B	12.2	9.4	10.8	19.1	2.4	16.0
C	27.8	53.1	14.9	31.9	4.9	28.0
D	16.7	3.1	2.7	4.3		
Totals	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 140

INCIDENCE OF MAJOR DIFFICULTIES AMONG THE MALES IN VARIOUS ASPECTS OF SOCIAL COMPETENCE DURING THE POSTSCHOOL PERIOD

Type of Difficulty	WCTS		DSC		DRG	
	W	N	W	N	W	N
A None of the difficulties noted	44	15	58	33	40	20
C One or more major difficulties (number of persons)	29	13	9	14	1	2
C-1.[a] Severe interpersonal conflicts ..	15	7	1	5	1	
2. On welfare	1	1		2		1
3. Irresponsible as spouse or parent	1	3		1		1
4. Poor armed service adjustment	4	4	2	6		
5. Sexual difficulties	7	5	2	2		1
6. Childlike dependence	6		5	1		
7. Mentally ill	1			1		
D Not relevant	14	2	4			
E Inadequate information	6	3	12	5		4

[a] Individuals showing traits C-1 through C-7 are counted for each trait they show, so column totals would exceed the number of individuals involved.

It will be noted that the "B" category has been omitted from this table. This was done since no effort was made to define a "marginal" or "intermediate" degree of seriousness of a difficulty. The second category was called the "C" category in order to make the category designations correspond to the work record and law record tables.

It should also be noted that each individual has been tabulated for each kind of difficulty shown and thus, the entries in C-1 through C-6 cannot be included in group totals. Therefore, a row (C) has been added to the table to show the number of persons having one or more major difficulties.

Following are the necessary definitions for the various difficulties shown in Table 140:

C-1. Severe interpersonal conflicts.—The subject's community adjustment was placed in jeopardy because of his inability to get along even minimally with those individuals with whom he must live. Very frequently, individual's scored in this category were "drifters," moving from one family setting to another as their behavior passed the threshold of acceptability.

C-2. On welfare.—The subject had required welfare aid and therefore had already become a special burden to society. One case, for example, is that of a boy who married while unemployed, with the result that he and his wife required welfare assistance. Attention from law enforcement agencies was not tallied since this factor has already been reported upon in the area of law observance.

C-3. Irresponsible as spouse or parent.—The subject had become a spouse or parent (legitimately or illegitimately) but failed to assume the minimum responsibilities that adhere to this role. One example is that of a boy who lived in common-law relationship for a period and then left, making no provision for his wife and child, and having no further contact with them. The fact of divorce or separation did not by itself cause inclusion in this category, nor was the quality of a marital relationship of significance. The crucial factor was the detrimental effect of the subject's behavior on others, based on his failure to assume the minimum responsibilities of marriage or of parenthood.

C-4. Poor armed service adjustment.—The subject received a dishonorable discharge, a poor character rating, or some other indication of chronic inability to adjust to army life.

C-5. Sexual difficulties.—The subject's sexual behavior had either (a) jeopardized his own community adjustment (e.g., resulted in confinement to a mental hospital, caused exclusion from home, etc.); or (b) resulted in illegitimate pregnancy.

C-6. Childlike dependence.—This category applied to subjects who showed no evidence of ability to make their own way in the community, whose social and economic needs were taken care of by their parents, and who were closely supervised so that they were shielded from the possibility of getting into difficulty in the community.

C-7. Mentally ill.—The subject had been confined to a mental hospital or was recognized as psychotic although still living in the community.

The reader should bear in mind that a subject could be in grave difficulties and still be categorized in Table 240 in Category A, "none of difficulties noted," since the subject's difficulties may have been covered in the tables relating to work history and law observance. One of the purposes of this set of categories was to locate those subjects with serious difficulties who were not included in these other areas.

Several descriptions of the kinds of cases that were included in the different categories will be given to further clarify their meaning. The difficulties which appeared most frequently in the

WCTS subgroups were those labelled "severe interpersonal conflicts." Below are typical comments for some of the cases in this category:

1. "This boy never adjusted satisfactorily in the home. His attitude was one of belligerence and indolence. He was also unkind to the younger children, frequently striking them . . . [he threatened] to kill the family while they were asleep."
2. Lived with his mother for a short period, but moved out because of severe conflict. Went to live with an aunt and she became concerned over his violent temper. In the armed services he spent some time in confinement because he could not get along with superiors.
3. Subject was not able to get along with uncle with whom he lived, the uncle reporting that he was causing considerable trouble. Stole from members of his family. Was not permitted to return to the home for a long period. Fired for misconduct on jobs.
4. Subject was forced to move out of at least five home situations in which he was placed. "Very disgusted with [his] lack of cooperation, disobedience, and disagreeable habits."
5. Very poor adjustment on several home placement jobs. Became a vagrant. Conflict with mother caused him to move to father's home. Later excluded from father's home and living in a hotel.

These examples are sufficient to give a feeling for the cases in this category. In addition to having had poor interpersonal relationships, these individuals frequently appeared to be quite irresponsible, undisciplined, and "lazy." They frequently engaged in petty thievery from their families. Relationships with peers who may have been in the home were usually poor. The typical pattern was one of immaturity and shallowness of feeling toward the adults with whom they lived.

Of course, in many instances blame for the conflict must be shared by the guardian or parents with whom the boy lived. But invariably the boy had trouble in other homes or in other settings, suggesting that his troubles stemmed largely from his own emotional inadequacies.

In general, individuals placed in this category were among those who appeared to have the least chance for successful adjustment to community living. Although these individuals may stabilize in later life after they have passed through the storms and stresses of the late adolescent period, many of them had already gotten into serious trouble on the job, in the armed services, or with the law, and these troubles may play havoc with their future careers. It seems apparent that some type of psychotherapeutic or supportive program would have been highly desirable in helping these individuals meet the minimum demands of community living.

The category "sexual difficulties" included the second largest number of cases. Four of the twelve WCTS cases were involved with the law: two were imprisoned as sex offenders, while two had been placed on two years' probation. Two others had been in trouble in their own families or in the community: one for indecent exposure and molesting of young children, and one for open masturbation in the home. The remaining six boys had fathered illegitimate children.

All of the five cases in the DSC and DRG samples were in the "sexual difficulties" category because they had fathered illegitimate children. While being responsible for the birth of an illegitimate child does not necessarily jeopardize an individual's adjustment to the community, it is not socially acceptable behavior, and it is an act which may start a chain of undesirable consequences for the mother of the child or for the child itself. Further, at the socio-economic level of many subjects in this study, birth of an illegitimate child frequently led to some kind of welfare aid.

The other categories are adequately explained by the definitions given above, and therefore, need no further discussion here.

Combined evaluation based on summary categorizations in the three areas

From the categorizations according to work history, law violations, and other aspects of social competence presented above, it is not possible to determine the total number of individuals in each subgroup who were involved in some type of major difficulty. A simple summation of those having difficulty in each area is not meaningful, since the same individuals may have shown difficulties in all three areas. Since the "C" category in each table has been defined as including those cases whose community adjustment is in jeopardy or who threaten to become a burden to society, it is reasonable to ask how many individuals have been placed in Category C in one or more areas. This question is answered in Table 141, in which are presented the number and percentage of cases who (a) have been classified in a "C" category one or more times; (b) have remained in, or have returned to, institutions for the retarded; (c) have received "A" or "B" ratings in all areas; and (d) have not been classified because adequate information was not available.

Four subjects who died are not included in the table. The "inadequate information" category was used when there was no information available in all areas, or in one or more areas when the remaining categories indicated no difficulty. However, if a subject had been placed in the "C" category in one area, but information was lacking in the other two areas, he was placed in the category "C rating in one or more areas," since the presence of at least one type of major difficulty was definitely established.

Those in the "inadequate information" category were not included in determining the percentages presented in Table 141.

Subgroup differences are presented graphically in Figure 6. Those in institutions for the retarded have been added to the group with some type of major difficulty. This is a meaningful procedure in the sense that those still in institutions have been judged as not yet ready to adjust to community life.

The percentage of retarded boys who have had major difficulties in one or more areas appears quite high, ranging from 52.8 percent for the DSC white group to 81.3 percent for the WCTS Negro group. The pattern of relationships is the one so frequently observed elsewhere in this study: unfavorable characteristics occur most frequently in the WCTS subgroups, least frequently in the DRG subgroups; and unfavorable characteristics occur more frequently in the Negro subgroups than in the corresponding white subgroups.

In order to interpret these percentages, the reader will, of course, have to bear in mind the contents of the original tables dealing with the separate areas in which the subjects were evaluated (Tables 136, 138, and 140), and the definitions and criteria for the categories which were used.

Originally, it was assumed in setting up the categories that the "C" category should include those behaviors or difficulties that would be found in only a small segment of the general population. The difficulties were regarded as of sufficient serverity to indicate that the subject had already become a burden to society or was

TABLE 141

NUMBERS AND PERCENTAGES OF MALES SHOWING MAJOR DIFFICULTIES RELATED TO LAW RECORD, WORK RECORD, AND SOCIAL COMPETENCE DURING THE POSTSCHOOL PERIOD

Categorization	White		Negro	
	No.	Pct.	No.	Pct.
WCTS				
C rating in one or more	49	55.7	26	81.3
Institution for retarded	13	14.8		
A or B ratings in all areas	26	29.5	6	18.7
Inadequate information	3		2	
Totals	91[a]	100.0	34	100.0
DSC				
C rating in one or more	37	52.8	33	75.0
Institution for retarded	2	2.9		
A or B ratings in all areas	31	44.3	11	25.0
Inadequate information	13		6	
Totals	83	100.0	50[a]	100.0
DRG				
C rating in one or more	4	9.8	12	48.0
Institution for retarded				
A or B ratings in all areas	37	90.2	13	52.0
Inadequate information			1	
Totals	41	100.0	26	100.0

[a] The two deceased subjects in each of these subgroups have been omitted from this table. Percentages have been calculated omitting the cases in the "inadequate information" category.

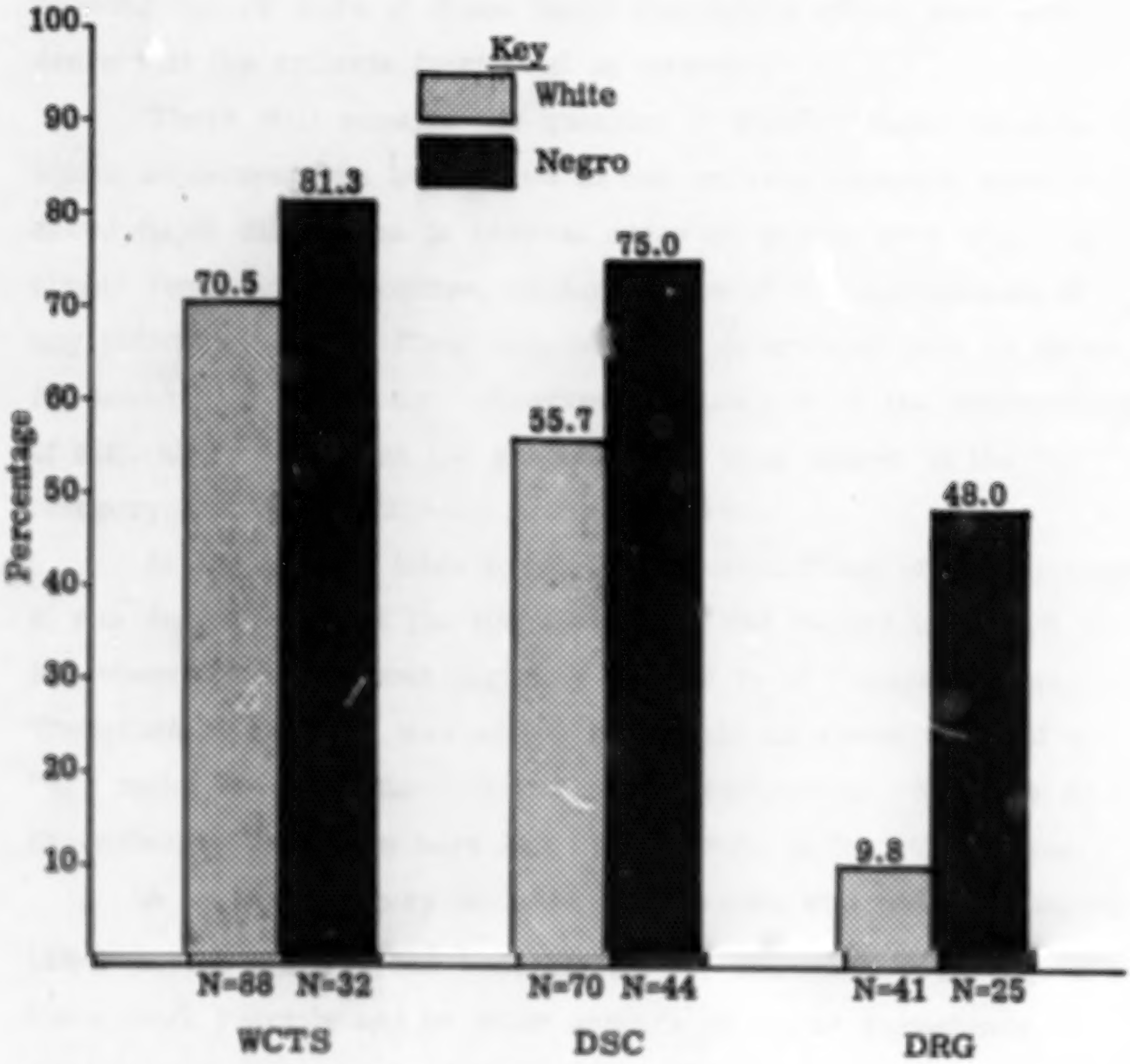


Figure 6. Percentages of male cases showing major difficulty in one or more areas (percentages include those still in institutions for mentally retarded).

developing in a manner which did not portend well for his capacity to become a responsible self-supporting member of society in the future. The small percentage of those in the DRG white group showing one or more of these major difficulties offers some evidence that the criteria functioned as intended.

There still remains the question of whether those subjects whose adjustment has been rated as not entirely adequate experienced major difficulties in several areas or in one area only. A simple summation, of course, cannot tell us of the seriousness of any individual's difficulties; this could be determined only by careful analysis of each case. However, an analysis of the combinations of difficulties for which the subjects have been placed in the "C" category does highlight some group differences.

In preparing a table to show the combinations of "C" ratings it was decided that, of the three areas, a bad record in regard to law observance was most certainly suggestive of "social failure." Therefore, a category was set up to include all cases who had a "C" rating in the postschool law record categories. Subjects so characterized may also have had "C" ratings in the other areas.

A second category included those cases who had satisfactory law records, but who had been given "C" ratings both in regard to their work records and to other aspects of social competence. Finally, categories were developed for those found to have had major difficulties in only one of the latter two areas.

Distributions according to these categories for those boys rated as having a major difficulty in at least one area are presented in Table 142. Thus, it can be seen that 51.0 percent of the forty-nine WCTS boys who "failed" in one or more areas had had poor law records. Another 22.4 percent had had no major

TABLE 142

NUMBERS AND PERCENTAGES OF MALES WITH MAJOR DIFFICULTIES ACCORDING TO COMBINATIONS OF AREAS OF DIFFICULTY

Combinations of C Ratings	White		Negro	
	No.	Pct.	No.	Pct.
WCTS				
Law (alone or with others)	25	51.0	18	69.2
Work and social competence	11	22.4	4	15.4
Work only	10	20.4	4	15.4
Social competence only	3	6.1		
Totals	49	99.9	26	100.0
DSC				
Law (alone or with others)	11	29.7	15	45.5
Work and social competence	5	13.5	7	21.2
Work only	20	54.1	11	33.3
Social competence only	1	2.7		
Totals	37	100.0	33	100.0
DRG				
Law (alone or with others)	2	50.0	7	58.3
Work and social competence			1	8.3
Work only	1	25.0	4	33.3
Social competence only	1	25.0		
Totals	4	100.0	12	99.9

difficulty with the law but showed both a poor work record and some other type of "social failure."

The combinations producing a "C" rating differ for the two groups of retarded subjects. Both WCTS subgroups show a higher percentage of individuals whose failure included law violations: 51.0 percent for the WCTS white group as compared to 29.7 percent for the DSC white group, and 69.2 percent for the WCTS Negro group as compared to 45.5 percent for the DSC Negro group. Conversely, the majority of the DSC subgroups received "C" ratings because of their inadequate work records (the "work and social competence" and "work only" categories combined), with law violations playing no part.

CHAPTER IV

INTERRELATIONSHIP OF DEVELOPMENTAL AND OUTCOME VARIABLES—MALE

Introduction

In order to explore interrelationships among the presumably most significant measures included in the study, correlational and factor analytic procedures were used with data for the WCTS and DSC male subgroups. These procedures were not used with the girls because of the relatively small number of cases in the female subgroups, and no similar analysis of the DRG male group data was possible because relatively few measures of family background, school history, and behavioral traits were available for this group.

By factor analyzing a matrix which included both developmental history measures and measures descriptive of achievement in the community, it was hoped that the pattern of relationships between the two sets of variables would be simplified and made more interpretable.

Procedures Used in the Correlational Analyses

The WCTS and DSC group data were analyzed separately because of the obvious differences between the two groups. Thus, two correlational matrices were prepared and two factor analyses carried out. The two analyses will be described separately.

Most of the variables used in the correlational analyses have been described in previous chapters. In a few instances two items have been combined to form a new measure. The labeling of some of the items has been changed in order to simplify the task of interpreting the correlation coefficients and the factor loadings. Because of these changes, and because of the necessity of making clear the meaning of positive and negative correlations and loadings, each variable has been defined in Tables 143 and 149 below, the kind of scale from which it is derived is indicated, and the meaning of a high score is given.

The particular variables chosen were selected because of their apparent usefulness in representing adequately the various areas being explored. In addition, only those items were used which differentiated between cases to a degree that would suggest that they could generate significant correlations. There is, for example, little hope that a measure will enter into significant correlation with other measures if 90 percent of the cases secure the same score.

For ease of interpretation, the variables were rescored when necessary so that a high score consistently represents the presence of a "good" quality. For example, in the case of the variable labelled "hyperactivity," a high score indicates nonhyperactivity, since "hyperactivity" was defined for the raters and is generally regarded as an undesirable trait. For any variable that does not represent a good-bad continuum, scoring was in a direction that would maximize the number of positive correlations with other variables.

The variables entering into the two correlation matrices represent a variety of types of measuring scales. Approximately one-third of the measures are continuous metric scales. The remainder consist of rating scales and items noting the presence or absence of a characteristic. A computer program for Pearson product-moment correlations was selected as satisfactory for the purposes of this exploratory investigation of patterns of interrelationships. Correlation coefficients are somewhat underestimated for those measures composed of only a few categories. The fact that they are conservatively estimated means that confidence can be placed in those factor patterns that do emerge in the factor analysis.

In preparing a correlation matrix for computer programming, it is necessary that each subject have a score on each variable. Since some information was not available on some cases, certain adjustments were required. First, those boys for whom information was missing on a large number of items were not included in the correlational and factor analytic program. This procedure reduced the WCTS male sample from 127 to 123, and the DSC male sample, from 135 to 113. Since there seemed to be a variety of reasons why information was not available, it is unlikely that this elimination of cases interfered significantly with the pattern of relationships which emerged.

After these cases were eliminated, items still remained for which there was no information for some subjects. In these instances the subject was assigned a mean score on the variable in question. This was practical for continuous scales and for some of the rating scales. For the two-step scales, the subject was assigned a score by chance procedures. These methods, it should be noted, are unlikely to generate correlation, but they may attenuate correlations to a slight degree.

The number of such "substitute" scores was small. For the WCTS correlation matrix, substitutions were made in nineteen out of thirty-four items. Six, or one-third of these items, had only one or two substituted scores, another seven items had from three to six substituted scores, and the remaining six items ranged from eight to eighteen substitutions. For the DSC correlation matrix, scores were missing on only fourteen out of thirty-seven items. For all but one of these items, the number of substituted scores ranged from one to three. The other item had ten substituted scores. Thus, very few of the correlations in the two matrices were appreciably affected by this use of arbitrarily assigned scores.

The correlation matrices were factor analyzed using a computer program consisting of a principal axes solution and a varimax rotation.

Analysis of Data for the WCTS Male Group

Table 143 contains a description of the variables which were intercorrelated. The correlation matrix for the WCTS males is presented in Table 144. With an N of 123, an r of .18 is significant at the .05 level. Those correlation coefficients of particular interest will be discussed in terms of the factors that were derived from the factor analysis. The principal axes solution is presented in Table 145. Loadings on the factors derived from the varimax rotation are presented in Table 146.

Variable number 34, Predictive Rating, was not included in the factor analysis because it was based on many of the other developmental record variables, and hence, its correlations with these variables were partially spurious. The correlations of Predictive

TABLE 143

DESCRIPTION OF VARIABLES FOR WCTS MALE CORRELATION MATRIX

No.	Name	Description	Meaning of a High Score	No. of Scale Steps
1	Binet IQ	IQ score on last Binet administered at WCTS	High IQ	cont.
2	Grace Arthur PQ	Last PQ obtained from the Arthur Point Scale of Performance Tests (WCTS)	High PQ	cont.
3	PQ above IQ	PQ minus IQ based on the last Binet and Arthur tests given at approximately the same time (WCTS)	PQ above IQ	cont.
4	Reading Grade	Last Metropolitan Achievement test reading grade (WCTS)	High reading grade level	cont.
5	Arithmetic Grade	Last Metropolitan Achievement test arithmetic grade (WCTS)	High arithmetic grade level	cont.
6	Manual Activities (WCTS)	Rating of achievement in manual activities classes based on a reading of teachers' written reports (WCTS)	High achievement in manual activities	5
7	Race	Negro or white	White	2

TABLE 143 (Continued)

No.	Name	Description	Meaning of a High Score	No. of Scale Steps
8	Subcommunity	Socioeconomic level of the community in which the subject was living at the time of admission to WCTS	High socioeconomic level	5
9	Public Assistance	Had the subject's family unit required outside financial support during his residence with them?	No assistance required	2
10	Continuity -mother	Was there a break in the subject's relationship to his mother during the preadmission period?	Continuous with mother	2
11	Continuity -father	Was there a break in the subject's relationship to his father during the preadmission period?	Continuous with father	2
12	Adequacy, mother	Did the subject's mother present a grossly inadequate adjustment pattern?	Mother adequate	2
13	Adequacy, father	Did the subject's father present a grossly inadequate adjustment pattern?	Father adequate	2

TABLE 143 (Continued)

No.	Name	Description	Meaning of a High Score	No. of Scale Steps
14	Parental compatibility	A combination of two items, one of which rated the compatibility of the parents during the preschool period, the other during school age. The combined scale ranges from "gross incompatibility" during both periods to "within average range" during both periods.	Parents compatible	4
15	Half with natural parents	Did the subject live more than half of preadmission life with his natural father and mother together?	Relatively stable relationship to natural parents	2
16	Family stability	A combination of two items, one of which rated the stability of family during preschool period, the other during school age. The combined scale ranges from "gross lack of continuity" in both periods to "continuous with parent(s)" in both periods.	Continuity in relationship to parents	4
17	Sibs, behavior	Have siblings from the subject's home setting been noted as behavior problem in school or community?	Siblings not noted as behavior problems	2

TABLE 143 (Continued)

No.	Name	Description	Meaning of a High Score	No. of Scale Steps
18	Retardation, family	Test evidence or diagnosis indicating that a parent or sibling of subject was mentally retarded	No retardation in immediate family	2
19	Number of visits (WCTS)	Number of times (per year) that subject was visited by relatives while in WCTS	Visited often	cont.
20	Number of letters (WCTS)	Number of letters (per month) that subject received while at WCTS	Received many letters	cont.
21	Discipline problem (parental)	Was the subject regarded as beyond disciplinary control by one or both of parents during preadmission period?	Not beyond disciplinary control	2
22	School truancy	Has school truancy been recognized as a problem by school or family?	Not a school truant	2
23	Hostile to adults (in school)	Rating of hostility and cooperativeness toward adults based on reading of teacher reports in subject's file	Cooperative, nonhostile	3

TABLE 143 (Continued)

No.	Name	Description	Meaning of a High Score	No. of Scale Steps
24	Adjustment, regular	Rating of "interpersonal behavior" (total adjustment adequacy) during the subject's stay in regular grades, based on reading of teacher reports in subject's file	Good adjustment	4
25	Pre-16 law record	Number of offenses listed on official police record for the subject prior to his 16th birthday (variable "inverted" to make a high score represent a desirable trait)	No offenses	cont.
26	Age at admission	Self-explanatory	Admitted at an older age	cont.
27	1st year adjustment (WCTS)	Rating of adequacy of adjustment to WCTS during 1st year of residence, based on a reading of all relevant entries in the subject's file	Good adjustment	4

TABLE 143 (Continued)

No.	Name	Description	Meaning of a High Score	No. of Scale Steps
28	Application to work (WCTS)	A combination of two items, one of which rated application to work in school, the other in the cottage, at WCTS based on a reading of all entries in the subject's file by teachers and cottage workers. The combined scale ranges from "poor work habits" in both school and cottage to "good work habits" in both.	Good work habits	3
29	Assaultive (WCTS)	Rating of overt aggression toward peers based on a reading of entries by staff members in subject's file	Nonassaultive	3
30	Disciplinary action (WCTS)	Number of days per year spent in disciplinary cottage (variable "inverted" to make a high score represent a desirable trait)	Did not require disciplinary action	cont.
31	Adjustment (WCTS)	Rating of "interpersonal behavior" (total adjustment adequacy) during WCTS residence, based on reading of relevant materials in subject's file	Good adjustment	4

TABLE 143 (Continued)

No.	Name	Description	Meaning of a High Score	No. of Scale Steps
32	Postschool work record	Scale evaluating postschool employment record, primarily in terms of percentage of time worked and rate of pay earned	Good work record	5
33	Postschool law record	Scale evaluating postschool law violation record in terms of frequency and severity of offenses	Good law record	5
34	Predictive rating	Rating of likelihood of successful adjustment in the community, based on a reading of the subject's file	Success predicted	5

TABLE 144

INTERCORRELATIONS OF VARIABLES—WCTS MALES (N=123)

No.	Variable	Variable			
		1	2	3	4
1.	Binet IQ		.69	.05	.70
2.	Grace Arthur PQ			.70	.51
3.	PQ above IQ				.02
4.	Reading grade				
5.	Arithmetic grade				
6.	Manual activities (WCTS)				
7.	Race				
8.	Subcommunity				
9.	Public assistance				
10.	Continuity, mother				
11.	Continuity, father				
12.	Adequacy, mother				
13.	Adequacy, father				
14.	Parental compatibility				
15.	Half with natural parents				
16.	Family stability				
17.	Siblings, behavior				
18.	Retardation, family				
19.	Number of visits (WCTS)				
20.	Number of letters (WCTS)				
21.	Discipline problem (parental)				
22.	School truancy				
23.	Hostile to adults (in school)				
24.	Adjustment, regular				
25.	Pre-16 law record				
26.	Age at admission				
27.	First-year adjustment (WCTS)				
28.	Application to work (WCTS)				
29.	Assaultive (WCTS)				
30.	Disciplinary action (WCTS)				
31.	Adjustment (WCTS)				
32.	Postschool work record				
33.	Postschool law record				
34.	Predictive rating				

TABLE 144 (Continued)

No.	Variable	Variable 5	Variable 6	Variable 7	Variable 8
1.	Binet IQ	.72	.59	-.09	.00
2.	Grace Arthur PQ	.58	.55	.04	.03
3.	PQ above IQ	.12	.19	.10	.07
4.	Reading grade	.72	.49	-.10	-.01
5.	Arithmetic grade		.57	-.09	-.11
6.	Manual activities			-.10	-.12
7.	Race				.48
8.	Subcommunity				
9.	Public assistance				
10.	Continuity, mother				
11.	Continuity, father				
12.	Adequacy, mother				
13.	Adequacy, father				
14.	Parental compatibility				
15.	Half with natural parents				
16.	Family stability				
17.	Siblings, behavior				
18.	Retardation, family				
19.	Number of visits (WCTS)				
20.	Number of letters (WCTS)				
21.	Discipline problem (parental)				
22.	School truancy				
23.	Hostile to adults (in school)				
24.	Adjustment, regular				
25.	Pre-16 law record				
26.	Age at admission				
27.	First-year adjustment (WCTS)				
28.	Application to work (WCTS)				
29.	Assaultive (WCTS)				
30.	Disciplinary action (WCTS)				
31.	Adjustment (WCTS)				
32.	Postschool work record				
33.	Postschool law record				
34.	Predictive rating				

TABLE 144 (Continued)

No.	Variable	Variable			
		9	10	11	12
1.	Binet IQ	-.05	-.10	-.09	-.05
2.	Grace Arthur PQ	-.05	-.02	-.06	.00
3.	PQ above IQ	.04	.05	.05	.02
4.	Reading grade	-.11	-.10	-.13	-.03
5.	Arithmetic grade	-.14	-.10	-.07	-.11
6.	Manual activities	-.06	.02	.03	-.13
7.	Race	.17	.15	.14	.09
8.	Subcommunity	.15	.00	.03	.04
9.	Public assistance		-.26	.28	.07
10.	Continuity, mother			.30	.12
11.	Continuity, father				.31
12.	Adequacy, mother				
13.	Adequacy, father				
14.	Parental compatibility				
15.	Half with natural parents				
16.	Family stability				
17.	Siblings, behavior				
18.	Retardation, family				
19.	Number of visits (WCTS)				
20.	Number of letters (WCTS)				
21.	Discipline problem (parental)				
22.	School truancy				
23.	Hostile to adults (in school)				
24.	Adjustment, regular				
25.	Pre-16 law record				
26.	Age at admission				
27.	First-year adjustment (WCTS)				
28.	Application to work (WCTS)				
29.	Assaultive (WCTS)				
30.	Disciplinary action (WCTS)				
31.	Adjustment (WCTS)				
32.	Postschool work record				
33.	Postschool law record				
34.	Predictive rating				

TABLE 144 (Continued)

No.	Variable	Variable 13	14	15	16
1.	Binet IQ	-.09	-.08	-.05	-.11
2.	Grace Arthur PQ	-.17	-.13	.02	-.16
3.	PQ above IQ	-.09	-.04	.13	-.10
4.	Reading grade	-.15	-.12	-.08	-.16
5.	Arithmetic grade	-.17	-.13	-.05	-.12
6.	Manual activities	-.04	-.06	-.02	-.09
7.	Race	.04	.10	.19	.14
8.	Subcommunity	.17	.14	.09	.07
9.	Public assistance	.35	.23	.06	-.05
10.	Continuity, mother	.00	.23	.41	.57
11.	Continuity, father	.38	.58	.49	.57
12.	Adequacy, mother	.41	.36	.16	.42
13.	Adequacy, father		.53	.10	.41
14.	Parental compatibility			.41	.52
15.	Half with natural parents				.45
16.	Family stability				
17.	Siblings, behavior				
18.	Retardation, family				
19.	Number of visits (WCTS)				
20.	Number of letters (WCTS)				
21.	Discipline problem (parental)				
22.	School truancy				
23.	Hostile to adults (in school)				
24.	Adjustment, regular				
25.	Pre-16 law record				
26.	Age at admission				
27.	First-year adjustment (WCTS)				
28.	Application to work (WCTS)				
29.	Assaultive (WCTS)				
30.	Disciplinary action (WCTS)				
31.	Adjustment (WCTS)				
32.	Postschool work record				
33.	Postschool law record				
34.	Predictive rating				

TABLE 144 (Continued)

No.	Variable	17	18	19	20
1.	Binet IQ	-.01	.05	.07	.21
2.	Grace Arthur PQ	.04	.01	.08	.02
3.	PQ above IQ	.09	.03	.06	-.13
4.	Reading grade	-.11	.06	-.04	.29
5.	Arithmetic grade	-.08	-.01	.07	.27
6.	Manual activities	-.02	-.03	-.04	.03
7.	Race	.07	.12	.30	.19
8.	Subcommunity	.20	.23	.28	.03
9.	Public assistance	.29	.17	.13	-.02
10.	Continuity, mother	-.11	-.10	.11	.19
11.	Continuity, father	.07	.05	.19	.03
12.	Adequacy, mother	.02	.24	.23	.13
13.	Adequacy, father	.11	.15	.04	.01
14.	Parental compatibility	.09	.16	.11	.02
15.	Half with natural parents	-.03	-.01	.18	.06
16.	Family stability	-.01	.02	.28	.19
17.	Siblings, behavior		.23	.07	-.11
18.	Retardation, family			.21	.17
19.	Number of visits (WCTS)				.39
20.	Number of letters (WCTS)				
21.	Discipline problem (parental)				
22.	School truancy				
23.	Hostile to adults (in school)				
24.	Adjustment, regular				
25.	Pre-16 law record				
26.	Age at admission				
27.	First-year adjustment (WCTS)				
28.	Application to work (WCTS)				
29.	Assaultive (WCTS)				
30.	Disciplinary action (WCTS)				
31.	Adjustment (WCTS)				
32.	Postschool work record				
33.	Postschool law record				
34.	Predictive rating				

TABLE 144 (Continued)

No.	Variable	Variable 21	 22	 23	 24
1.	Binet IQ	-.12	-.24	-.09	.15
2.	Grace Arthur PQ	-.22	-.22	-.09	.15
3.	PQ above IQ	-.18	-.05	-.06	.09
4.	Reading grade	-.16	-.21	-.15	.04
5.	Arithmetic grade	-.03	.18	.00	.22
6.	Manual activities	-.19	-.20	-.06	.18
7.	Race	.25	-.10	.21	.20
8.	Subcommunity	.14	.01	.03	.05
9.	Public assistance	-.03	.11	-.05	-.03
10.	Continuity, mother	.12	-.11	.01	-.03
11.	Continuity, father	.05	-.11	-.07	-.08
12.	Adequacy, mother	.18	.08	.02	.00
13.	Adequacy, father	.11	.14	.04	-.01
14.	Parental compatibility	.11	-.10	-.05	-.08
15.	Half with natural parents	.08	-.14	.06	-.01
16.	Family stability	.25	.00	.02	.01
17.	Siblings, behavior	.07	.09	.12	.08
18.	Retardation, family	.01	.08	.09	.07
19.	Number of visits (WCTS)	.23	.00	.13	.08
20.	Number of letters (WCTS)	.21	-.16	.04	.09
21.	Discipline problem (parental)		.24	.34	.20
22.	School truancy			.18	.07
23.	Hostile to adults (in school)				.55
24.	Adjustment, regular				
25.	Pre-16 law record				
26.	Age at admission				
27.	First-year adjustment (WCTS)				
28.	Application to work (WCTS)				
29.	Assaultive (WCTS)				
30.	Disciplinary action (WCTS)				
31.	Adjustment (WCTS)				
32.	Postschool work record				
33.	Postschool law record				
34.	Predictive rating				

TABLE 144 (Continued)

No.	Variable	Variable			
		25	26	27	28
1.	Binet IQ	-.24	.42	.28	.18
2.	Grace Arthur PQ	-.07	.15	.24	.08
3.	PQ above IQ	.17	-.20	.07	-.02
4.	Reading grade	-.13	.32	.16	.12
5.	Arithmetic grade	-.23	.43	.30	.20
6.	Manual activities	-.20	.20	.36	.35
7.	Race	.25	-.15	.19	.18
8.	Subcommunity	.16	-.05	.05	.01
9.	Public assistance	.09	-.07	-.12	-.17
10.	Continuity, mother	.02	-.10	-.06	.07
11.	Continuity, father	-.03	.01	.08	-.03
12.	Adequacy, mother	-.07	.15	.01	-.02
13.	Adequacy, father	-.05	-.01	.04	-.01
14.	Parental compatibility	-.09	-.01	-.01	-.05
15.	Half with natural parents	-.05	-.09	.06	-.05
16.	Family stability	-.06	.05	.02	-.02
17.	Siblings, behavior	.06	.00	-.13	-.14
18.	Retardation, family	.06	.04	.09	-.06
19.	Number of visits (WCTS)	-.08	.21	.13	-.04
20.	Number of letters (WCTS)	-.13	.35	.08	.07
21.	Discipline problem (parental)	.12	.08	.13	.13
22.	School truancy	.27	-.25	-.05	-.10
23.	Hostile to adults (in school)	.34	-.06	.32	.17
24.	Adjustment, regular	.25	-.03	.45	.33
25.	Pre-16 law record		-.42	.14	.07
26.	Age at admission			.08	.11
27.	First-year adjustment (WCTS)				.71
28.	Application to work (WCTS)				
29.	Assaultive (WCTS)				
30.	Disciplinary action (WCTS)				
31.	Adjustment (WCTS)				
32.	Postschool work record				
33.	Postschool law record				
34.	Predictive rating				

TABLE 144 (Continued)

No.	Variable	Variable			
		29	30	31	32
1.	Binet IQ	.09	-.10	.36	.43
2.	Grace Arthur PQ	.09	-.01	.32	.46
3.	PQ above IQ	.06	.14	.13	.18
4.	Reading grade	.02	-.13	.18	.33
5.	Arithmetic grade	.09	-.06	.34	.33
6.	Manual activities	.11	.07	.46	.47
7.	Race	.36	.19	.06	.07
8.	Subcommunity	.26	.14	.04	-.08
9.	Public assistance	-.02	.03	-.10	-.07
10.	Continuity, mother	.11	-.01	-.02	.10
11.	Continuity, father	-.05	-.01	.06	.11
12.	Adequacy, mother	.04	-.09	.07	.10
13.	Adequacy, father	.00	-.09	.11	-.07
14.	Parental compatibility	-.03	-.09	-.02	-.07
15.	Half with natural parents	.06	-.15	-.05	-.01
16.	Family stability	.07	-.07	.02	.02
17.	Siblings, behavior	.06	-.01	-.17	-.08
18.	Retardation, family	.15	.07	.04	.02
19.	Number of visits (WCTS)	.25	.04	.06	.14
20.	Number of letters (WCTS)	.10	-.09	.07	.17
21.	Discipline problem (parental)	.25	.06	.06	-.14
22.	School truancy	-.12	.11	-.15	-.13
23.	Hostile to adults (in school)	.34	.14	.17	-.09
24.	Adjustment, regular	.43	.27	.45	.11
25.	Pre-16 law record	.21	.38	-.01	-.01
26.	Age at admission	.05	-.23	.18	.05
27.	First-year adjustment (WCTS)	.53	.39	.74	.25
28.	Application to work (WCTS)	.53	.29	.65	.11
29.	Assaultive (WCTS)		.40	.54	.09
30.	Disciplinary action (WCTS)			.31	.06
31.	Adjustment (WCTS)				.30
32.	Postschool work record				
33.	Postschool law record				
34.	Predictive rating				

TABLE 144 (Continued)

No.	Variable	Variable	
		33	34
1.	Binet IQ	-.12	.54
2.	Grace Arthur PQ	.03	.49
3.	PQ above IQ	.17	.17
4.	Reading grade	-.07	.37
5.	Arithmetic grade	-.15	.50
6.	Manual activities	.00	.61
7.	Race	.25	.05
8.	Subcommunity	.16	-.02
9.	Public assistance	.04	-.15
10.	Continuity, mother	-.01	.01
11.	Continuity, father	.08	-.11
12.	Adequacy, mother	.04	-.06
13.	Adequacy, father	.04	-.17
14.	Parental compatibility	-.05	-.18
15.	Half with natural parents	.05	-.03
16.	Family stability	.02	.10
17.	Siblings, behavior	.14	-.10
18.	Retardation, family	.13	.01
19.	Number of visits (WCTS)	.14	.12
20.	Number of letters (WCTS)	-.07	.18
21.	Discipline problem (parental)	.03	.05
22.	School truancy	.21	-.16
23.	Hostile to adults (in school)	.09	.17
24.	Adjustment, regular	.20	.39
25.	Pre-16 law record	.51	.04
26.	Age at admission	-.22	.21
27.	First-year adjustment (WCTS)	.26	.70
28.	Application to work (WCTS)	.19	.63
29.	Assaultive (WCTS)	.36	.49
30.	Disciplinary action (WCTS)	.34	-.27
31.	Adjustment (WCTS)	.20	.72
32.	Postschool work record	.25	.43
33.	Postschool law record		.27
34.	Predictive rating		

TABLE 145

PRINCIPAL AXES FACTOR LOADINGS—WCTS MALES

No.	Variable	Factor							
		I	II	III	IV	V	VI	VII	h^2
1.	Binet IQ	-.75	-.28	.26	.05	.18	.03	.05	.75
2.	Grace Arthur PQ	-.68	-.19	.13	.51	-.01	-.10	.11	.80
3.	PQ above IQ	-.24	.05	-.06	.69	-.16	-.12	.09	.59
4.	Reading grade	-.63	-.36	.21	.03	.18	-.07	.03	.61
5.	Arithmetic grade	-.75	-.28	.20	-.06	.13	-.06	.18	.73
6.	Manual activities (WCTS)	-.69	-.15	.13	.12	-.15	.18	.04	.59
7.	Race	-.07	.52	-.03	.14	.17	-.30	-.24	.48
8.	Subcommunity	.00	.36	.01	.20	.35	-.14	-.33	.42
9.	Public assistance	.17	.15	.10	.29	.35	.30	-.07	.36
10.	Continuity, mother	.05	.28	.35	-.05	-.45	-.41	.06	.58
11.	Continuity, father	.11	.40	.57	.17	-.19	.17	.01	.59
12.	Adequacy, mother	.07	.32	.41	.00	.12	.12	.11	.31
13.	Adequacy, father	.18	.37	.37	.03	.14	.48	.07	.55
14.	Parental compatibility	.20	.38	.57	.08	-.05	.27	.00	.59
15.	Half with natural parents	.08	.33	.44	.13	-.25	-.18	.06	.42
16.	Family stability	.15	.47	.58	-.11	-.20	-.09	.13	.67
17.	Siblings, behavior	.10	.12	-.02	.25	.35	.09	.09	.22
18.	Retardation, family	-.04	.21	.07	.12	.38	.07	-.03	.22
19.	Number of visits (WCTS)	-.11	.35	.26	.01	.31	-.30	-.08	.39
20.	Number of letters (WCTS)	-.23	.09	.31	-.26	.26	-.33	-.04	.41

TABLE 145 (Continued)

No.	Variable	Factor							
		I	II	III	IV	V	VI	VII	h^2
21.	Discipline problem (parental) .	.05	.40	.01	-.31	.19	-.16	.18	.36
22.	School truancy . .	.25	.14	-.26	.03	.14	.11	.30	.27
23.	Hostile to adults (in school) . . .	-.10	.43	-.28	-.22	.15	-.09	.44	.55
24.	Adjustment, regular	-.41	.40	-.27	-.10	.08	.00	.34	.53
25.	Pre-16 law record	.08	.40	-.48	.26	-.02	-.10	.16	.50
26.	Age at admission .	-.33	-.19	.35	-.34	.27	.01	-.06	.47
27.	First-year adjustment (WCTS)	-.65	.46	-.18	-.17	-.14	.20	-.05	.75
28.	Application to work (WCTS) .	-.54	.35	-.20	-.32	-.25	.17	-.21	.69
29.	Assaultive (WCTS)	-.42	.56	-.22	-.12	.06	-.08	-.17	.59
30.	Disciplinary action (WCTS) . .	-.18	.37	-.41	.10	-.09	.05	-.12	.37
31.	Adjustment (WCTS)	-.70	.35	-.08	-.15	-.17	.28	-.10	.75
32.	Postschool work record	-.50	-.01	.15	.24	-.11	-.06	.03	.34
33.	Postschool law record	-.11	.45	-.30	.30	-.02	-.02	-.05	.39

TABLE 146

FACTOR LOADINGS AFTER ROTATION—WCTS MALES

No.	Variable	Factor						
		I	II	III	IV	V	VI	VII
1.	Binet IQ	.84	.15	-.04	-.08	.01	-.07	-.04
2.	Grace Arthur PQ	.77	.07	-.05	.45	.04	.02	-.06
3.	PQ above IQ .	.26	-.03	.02	.72	.06	.05	-.04
4.	Reading grade	.76	.04	-.14	-.10	.03	-.02	-.07
5.	Arithmetic grade	.82	.15	-.11	-.12	-.05	.04	.09
6.	Manual activities (WCTS) . . .	.64	.34	.02	.13	-.19	-.01	-.12
7.	Race	-.11	.20	.09	.16	.61	.11	.08
8.	Subcommunity	-.08	.06	.09	.10	.61	-.15	-.04
9.	Public assistance . . .	-.07	-.13	.28	.12	.19	-.46	-.03
10.	Continuity, mother	-.07	.02	.30	.07	.07	.69	.01
11.	Continuity, father	-.04	.03	.74	.10	.04	.13	-.10
12.	Adequacy, mother	.02	-.02	.52	-.09	.12	-.03	.13
13.	Adequacy, father	-.13	.06	.65	-.08	-.01	-.32	.05
14.	Parental compatibility . .	-.09	-.02	.75	-.04	.05	-.01	-.08

TABLE 146 (Continued)

No.	Variable	Factor I	II	III	IV	V	VI	VII
15.	Half with natural parents . . .	-.02	-.04	.49	.13	.12	.39	-.01
16.	Family stability	-.10	.01	.69	-.11	.10	.39	.10
17.	Siblings, behavior	-.02	-.15	.12	.14	.19	-.32	.16
18.	Retardation, family	.06	.00	.16	.01	.31	-.27	.12
19.	Number of visits (WCTS) . . .	.13	.01	.21	-.08	.54	.10	.15
20.	Number of letters (WCTS) . . .	.29	.00	.08	-.35	.36	.22	.12
21.	Discipline problem (parental) . .	-.16	.11	.12	-.23	.23	.11	.43
22.	School truancy . . .	-.27	-.09	-.02	.10	-.08	-.21	.36
23.	Hostile to adults (in school) . . .	-.11	.25	-.03	-.01	.07	.02	.68
24.	Adjustment, regular . . .	.13	.44	-.05	.11	.06	-.02	.55
25.	Pre-16 law record	-.31	.16	-.14	.46	.14	-.04	.34
26.	Age at admission . . .	.45	.03	.05	-.50	.09	-.03	-.04

TABLE 146 (Continued)

No.	Variable	Factor						
		I	II	III	IV	V	VI	VII
27.	First-year adjustment (WCTS) . . .	.20	.82	.05	.05	.05	.00	.16
28.	Application to work (WCTS) . . .	.08	.82	-.05	-.09	-.01	.08	-.01
29.	Assaultive (WCTS) . . .	.01	.63	-.03	.05	.39	.05	.19
30.	Disciplinary action (WCTS) . . .	-.18	.46	-.13	.29	.14	-.06	.09
31.	Adjustment (WCTS) . . .	.30	.81	.08	.03	-.03	-.04	.03
32.	Postschool work record	.48	.18	.06	.24	.03	.12	-.06
33.	Postschool law record	-.15	.31	.00	.44	.24	-.07	.14

Rating with the outcome variables are presented in the correlation matrix and discussed separately. Discussion of all of these data will be organized around an attempt to interpret the rotated factors. In discussing the factor patterns, loadings below .18 have been disregarded on the assumption that the tests of significance for correlations in the original matrix are applicable to the factor loadings.

Factor I

The first factor obviously has to do with general intelligence. The measures with the highest loadings are the Binet IQ (.84) and final arithmetic grade level (.82). Factor I is the only factor on which Binet IQ has an appreciable loading. It is of interest to note that Postschool Work Record has its highest loading (.48) on this factor. In the original correlation matrix, the Binet IQ has its highest correlation, other than with Arthur PQ and the school achievement measures, with Postschool Work Record.

Also of interest is the appreciable loading of "Manual Activities" on this general intelligence factor. Apparently, the same intellectual factor that contributes to academic achievement and verbal-type intelligence test performance plays a large role in determining achievement in the various shop programs. Discussion of this variable is continued below in connection with its loading on Factor II.

The loading of "Age at Admission" (.45) indicates that there is a tendency for subjects with higher IQ's to be admitted at an older age. The negative loading of "School Truancy" (-.27) suggests a slight tendency for those of higher intelligence to have a record of school truancy.

The negative loading of the variable "Pre-16 Law Record" (-.31) indicates a tendency in this sample for high verbal-type intelligence to be associated with juvenile law violations.

Perhaps the pattern of loadings on this factor can be understood in part by a description of the type of individual who might contribute to the set of correlations necessary to create such a factor. The loadings suggest an individual of relatively high intelligence, whose community behavior has been a problem, who has been admitted to WCTS relatively late in his school career, whose adjustment to the WCTS program has been fair, and who has a relatively satisfactory work record during the postschool period. An individual of opposite characteristics would also be required. These hypothetical characterizations seem to correspond to observable groups within the population. It is rather obvious that those boys of relatively high IQ who enter an institution for the mentally retarded do so very frequently because of their deviant community behavior. Not so obvious, and of particular interest, is the association of such factors with an adequate postschool work history.

Factor II

This factor is clearly related to adjustment to the WCTS program. In addition to the high loadings for the various ratings of over-all adjustment at WCTS, there are appreciable loadings for the other WCTS variables relating to adjustment: Application to Work (.82), Disciplinary Action (.46), Assaultive (.63), and Manual Activities (.34). These loadings suggest that the factor is concerned with the extent of cooperativeness with adults, degree of acceptance of required routines of living, and with the nature of peer relationships. It is worthy of note that of all the achievement and intelligence measures only the Manual Activities measure has a sizable loading. This is to be explained most parsimoniously, perhaps, by the fact that these other measures represent test scores, whereas the Manual Activities measure is a rating based on teachers' written reports. This rating of shop achievement doubtless is determined, in part, by social-emotional adjustment to the shop situations. The fact that the Manual Activities measure has a higher correlation with Postschool Work Record than any other variable in the correlation matrix is surprising in view of the weakness of the Manual Activities rating as a measure: the raters were not acquainted with the subjects they were rating, basing their ratings instead on the recorded comments of others. It owes its success, no doubt, to the fact that it encompasses both intellectual and emotional factors, as is demonstrated by its loadings on Factors I and II.

While Postschool Law Record has a small negative loading on Factor I, it has its second highest positive loading with Factor II. Postschool Work Record shows a slight loading also.

Race has a small but appreciable loading (.20) on Factor II, indicating that this factor is created in part by the slight tendency for the Negro males to show poor adjustment to WCTS.

Factor III

Factor III is of interest particularly from the point of view of those variables which do not have significant loadings. This factor appears solely concerned with the stability of the subject's relationship to his parents and with their adequacy as parents. Highest loadings occur for Parental Compatability (.75) and Continuity, Father (.74). All other variables with sizable loadings are closely related to stability of the family pattern. None of the variables related to adjustment in regular school, in WCTS, and in the community show significant loadings on Factor III. Nor is there any other factor among the seven extracted on which family stability is related to the other areas measured.

On the surface, this finding suggests that for the children studied, family disruption and inadequacy bear no significant relationship to school and community adjustment. Since this conclusion seems at odds with prevalent theory and practice, it bears closer scrutiny. Perhaps this failure to obtain significant correlations between measures of family stability, and adjustment outside the home, is due to the fact that the information contained in the case history files does not tell us enough about the quality of the relationship of the child to his parents. From the case history it is learned, for example, that the home had been broken, that the parents were constantly fighting, that the father was an alcoholic, that the mother had been jailed frequently for disorderly conduct; but it is quite difficult to secure a picture of the strength of the child's relationship to either parent, or to appreciate the way in which the child experienced the vicissitudes of his family life.

A second explanation may lie in the character of the WCTS sample. A large majority of the children had either come from broken-home backgrounds or had displayed the kinds of behavioral disturbances which are assumed to stem from unhealthy influences in the family. The greater the homogeneity of the sample in regard to the presence of a poor home environment the less chance there will be of securing correlations which relate family background measures to other variables. Perhaps the frequency of unfavorable influences was large even among subjects whose families displayed no overt signs of pathology.

Factor IV

This factor is of particular interest because of the relationship between measures of intelligence and measures of behavior suggested by the pattern of loadings. The PQ above IQ variable has the highest loading (.72), followed by Age at Admission (-.50), Pre-16 Law Record (.46), Grace Arthur PQ (.45), and Postschool Law Record (.44). Other appreciable loadings occur for Number of Letters, Disciplinary Action (WCTS), Postschool Work Record, and Discipline Problem (Parental).

These loadings suggest a relationship between performance-type measures of intelligence and a behavioral variable involving obedience to the law and to authority at WCTS. Specifically, this factor suggests that when a subject's Arthur PQ is above his Binet IQ he tends to have been admitted at a relatively early age, to have been no disciplinary problem at WCTS, to have a good postschool work record, and to be law-abiding. Furthermore, associated with these characteristics is a tendency to receive few letters from home and to have been a disciplinary problem to the parents. These last two variables are difficult to interpret since the direction of their loadings seems somewhat incongruent with the picture presented by the other measures.

The appearance of a factor related to intelligence, but bearing no relationship to Binet IQ, points up the fact that verbal-type intelligence measures fail to assess important aspects of ability when used with populations of retarded individuals.

The association between the PQ-IQ relationship and behavioral adjustment is of interest because of the earlier research of Bijou (1942) with the WCTS population in which he reported a similar finding. He concluded:

> . . . boys having high Arthur Performance Quotients . . . relative to Binet IQ's . . . are judged to be better adjusted than boys of comparable mental ages but having low PQ's.

Regarding the boys with relatively low PQ's he adds,

> . . . the histories of these same boys reveal that behavior inefficiency is evidenced early in life by various forms of non-conforming or maladaptive behavior and that this type of behavior persists throughout the range of development observed.

Bijou's observation that the high PQ group has high arithmetic ability relative to reading ability is not supported here by the character of the reading and arithmetic achievement loadings on Factor IV. However, a real test of his hypothesis would have required an index of the relationship of arithmetic to reading achievement comparable to that relating PQ to IQ.

If we accept Bijou's terminology, we would consider Factor IV as a factor involving behavioral efficiency. As Postschool Law Record has its highest loading, and Postschool Work Record has its second highest loading, on this factor, it would seem to be one of considerable importance relative to outcome.

Factor V

It appears that Factor V is concerned almost entirely with variables that correlate with Race. With few exceptions, those variables which have loadings of importance on this factor are the same variables with which Race shows significant correlations in the table of intercorrelations. According to the pattern of loadings, it can be said that the white males, as compared to the Negro males, live in areas of higher socioeconomic status, come from families receiving less public assistance, receive more letters and visits while at WCTS, are less often a disciplinary problem to their parents, are less assaultive in their peer relationships at WCTS, have a better postschool law record, more frequently come from families in which mental retardation has not been reported, and have fewer siblings who are behavior problems. These relationships seem to form the type of pattern which is to be anticipated on the basis of the relatively low socioeconomic status of the Negro group. Since racial group differences have been explored in detail in previous sections of the report, no further discussion of this factor seems necessary.

Factor VI

This factor is related in some manner to family background. The highest loading occurs for Continuity, Mother (.69). Since important loadings appear only for factors related to family stability, as is the case for Factor III, it is of relatively little interest.

Why should there be two independent factors relating to family background? Inspection of the loadings on Factors III and VI suggests that Factor VI may be related to the situation resulting when a break in the subject's relationship to the mother occurs, while Factor III is related to a break with the father. This difference is of little interest, however, since variables other than those related to family are not involved.

Factor VII

This factor appears to be related to behavior in the pre-WCTS period involving the continuum of conformity vs. nonconformity to authority. High loadings on Factor VII occur for Hostile to Adults, in School (.68); Adjustment, Regular Grade (.55); Discipline Problem, Parental (.43); School Truancy (.36); and Pre-16 Law Record (.34).

It is interesting that variables representing comparable indices of conformity at WCTS are loaded on other factors, primarily Factor II. This fact suggests that preadmission and postadmission conformity behavior is not highly correlated. This corresponds to a fact frequently observed by the WCTS staff; namely, that boys who were distinctly a problem in the public school and community may show few of their patterns of nonconformity in the WCTS setting. Postschool Law Record has a negligible loading on this factor. Perhaps Factor VII is created by behavior that occurs as a reaction to environmental stress and, thus, is not concerned with a stable character trait. If this is true, it could be assumed that if our study had included better measures of preadmission environmental stress, these measures would have had loadings on Factor VII. From this point of view, Factor VII may involve transitory behavior patterns developed as reaction to stress, while Factor IV reflects behavioral characteristics as relatively permanent.

Relationship of WCTS Developmental Record Variables to Work Record and Law Record

The factor loadings suggest that work performance in the community is related most highly to verbal intelligence (Factor I), to performance intelligence (Factor IV), and to cooperative adjustment to the WCTS program (Factor II). Family background factors do not appear to have much influence on the individual's job history, on the basis of the measures used in this study. Similarly, the quality of an individual's pre-WCTS adjustment does not appear to bear much relationship to outcome during the post-WCTS period.

Further clarification of these relationships can be obtained by referring back to the original intercorrelations. Those variables significantly correlated with Postschool Work Record are presented in Table 147 in the order of the magnitude of their correlation coefficients.

It is of interest to note that the global predictive rating was no more successful in predicting work adjustment than were objective indices such as Arthur PQ and Binet IQ. The relatively high Manual Activities correlation of .47 seems obviously based on the fact that shop activities and later work activities are closely related. And, as is clear from the factor analysis, the Manual Activities measure reflects to some degree both intellectual ability and quality of cooperation and conformity.

Conformity to the law appears from the factor analysis to be explained by quite a different patterning of factors. General adjustment to WCTS and to the community (Factor II) appears to be of more significance for later capacity to abide by the law than it is for later vocational success. Relative strength in performance test tasks is related to law observance (Factor IV) in a manner which is difficult to interpret on the basis of the data provided here. As has previously been noted, Bijou has posited a trait of "behavioral efficiency" to explain this relationship. Finally, a race membership

TABLE 147

SIGNIFICANT INTERCORRELATIONS FOR POSTSCHOOL WORK RECORD—WCTS MALES

No.	Variable	Correlation with Postschool Work Record (N=123)
6.	Manual activities (WCTS)	.47
2.	Grace Arthur PQ	.46
34.	Predictive rating	.43
1.	Binet IQ	.43
4.	Reading grade	.33
5.	Arithmetic grade	.33
31.	Adjustment (WCTS)	.30
27.	First-year adjustment (WCTS)	.25
33.	Postschool law record	.25
3.	PQ above IQ	.18

and socioeconomic factor plays a significant role in determining the amount of difficulty with the law (Factor V).

Variables significantly correlated with Postschool Law Record are presented in Table 148. It will be observed that few variables show significant correlation with both Postschool Law Record and Postschool Work Record. Those correlated with both outcome variables include only: Predictive Rating, First Year Adjustment (WCTS), and Adjustment (WCTS); and these measures are themselves highly intercorrelated.

The variables correlating with Postschool Law Record suggest a pattern of nonconformity which is evidenced in the pre-WCTS period by a juvenile record, truancy from school, and poor adjustment in the regular grades, and is manifested at WCTS as physical aggressiveness toward peers, behavior requiring disciplinary action, and poor adjustment to the WCTS program in general.

Analysis of Correlational Data for the DSC Male Group

Table 149 contains a description of the DSC variables which were intercorrelated. The correlation matrix is presented in Table 150. Those correlation coefficients of particular interest will be discussed in terms of the factors that were derived from the factor analysis.

Loadings on the factors derived from the principal axes solution and communalities are presented in Table 151. The factor loadings derived from the varimax rotation are presented in Table 152. Discussion of all of these data will be organized around an attempt to interpret the rotated factors. Variable number 37, Predictive

TABLE 148

SIGNIFICANT INTERCORRELATIONS FOR POSTSCHOOL LAW RECORD—WCTS MALES

No.	Variable	Correlation with Postschool Law Record (N=123)
25.	Pre-16 law record	.51
29.	Assaultive (WCTS)	.36
30.	Disciplinary action (WCTS)	.34
34.	Predictive rating	.27
27.	First-year adjustment (WCTS)	.26
7.	Race	.25
32.	Postschool work record	.25
26.	Age at admission	-.22
22.	School truancy	.21
24.	Adjustment (regular)	.20
31.	Adjustment (WCTS)	.20
28.	Application to work (WCTS)	.19

TABLE 149

DESCRIPTION OF VARIABLES FOR DSC MALE CORRELATION MATRIX

No.	Name	Description	Meaning of a High Score	No. of Scale Steps
1	DLA IQ	IQ score on last DLA test	High IQ	cont.
2	Reading grade	Last achievement test reading grade	High reading grade level	cont.
3	Arithmetic grade	Last achievement test arithmetic grade	High arithmetic grade level	cont.
4	Race	Negro or white	White	2
5	Subcommunity	Socioeconomic level of the community in which the subject was living at the time of admission to special class	High socioeconomic level	5
6	Public assistance	Had the subject's family unit required outside financial support during his residence with them?	No assistance required	2
7	Family physical environment	Rating of adequacy of subject's physical environment (food, clothing, shelter)	Good physical environment	3
8	Adequacy, mother	Did the subject's mother present a grossly inadequate adjustment pattern?	Mother adequate	2

TABLE 149 (Continued)

No.	Name	Description	Meaning of a High Score	No. of Scale Steps
9	Adequacy, father	Did the subject's father present a grossly inadequate adjustment pattern?	Father adequate	2
10	Parental compatibility	A combination of two items, one of which rated the compatibility of the parents during the pre-school period, the other during school age. The combined scale ranges from "gross incompatibility" during both periods to "within average range" during both periods.	Parents compatible	4
11	Continuous with natural parents	Did the subject live continuously with both natural parents prior to special class entry?	Continuous with parents	2
12	Overprotective parents	Were one or both parents reported as overprotective?	Parents not overprotective	2
13	Adequacy, home supervision (school age)	Was lack of adequate home supervision held partly responsible for school-age difficulties?	Supervision adequate	2
14	Attendance record	Percentage of time present during special class attendance	Good attendance record	cont.

TABLE 149 (Continued)

No.	Name	Description	Meaning of a High Score	No. of Scale Steps
15	Preschool, outside Michigan	Did subject spend major portion of preschool life outside Michigan?	Preschool period spent in Michigan	2
16	Age entered special class	Self-explanatory	Entered at an older age	cont.
17	Terms in special class	Self-explanatory	Spent a longer period in special class	cont.
18	School truancy	Had school truancy been recognized as a problem by school or family?	Truancy not a problem	2
19	Work habits, regular grade	Did subject show poor work habits in school (regular grade)?	Good work habits	2
20	Hyperactivity	Did subject show hyperactivity, restlessness, short attention span in school?	Not hyperactive	2
21	Assaultive (school age)	Rating of overt aggression toward peers, based on reading of subject's file (school age: outside of school and in special class and regular grade)	Nonassaultive	3

TABLE 149 (Continued)

No.	Name	Description	Meaning of a High Score	No. of Scale Steps
22	Adjustment (regular grade)	Rating of "interpersonal behavior" (total adjustment adequacy) during the subject's stay in regular grades, based on reading of teacher reports in subject's file	Good adjustment	4
23	Hostile to adults (special class)	Rating of hostility and cooperativeness toward adults based on reading of teacher reports in subject's file	Cooperative, nonhostile	3
24	Adjustment (special class)	Rating of "interpersonal behavior" (total adjustment adequacy) in special class, based on reading of teacher reports in subject's file	Good adjustment	4
25	Sociability	Rating by special class teachers of subject's reactions in special class (Subject's score is derived from ratings for last half of his period in special class.)	Sociable	9
26	Participation	Same as above	Participates actively	9
27	Consideration	Same as above	Considerate	9

TABLE 149 (Continued)

No.	Name	Description	Meaning of a High Score	No. of Scale Steps
28	Tenacity	Same as above	Tenacious	9
29	Trustworthiness	Same as above	Trustworthy	9
30	Authority	Same as above	Good reaction to authority	9
31	Aptitude	Rating by manual activities teachers relating to behavior in their classes (Subject's score is derived from ratings for last half of his period in special class.)	Good aptitude	9
32	Interest	Same as above	Good interest	9
33	Growth	Same as above	Has shown growth	9
34	Pre-16 law record	Number of offenses listed on official police record for the subject prior to his 16th birthday (variable "inverted" to make a high score represent a desirable trait)	No offenses	cont.
35	Postschool work record	Scale evaluating postschool employment record, primarily in terms of percentage of time worked and rate of pay earned	Good work record	5

TABLE 149 (Continued)

No.	Name	Description	Meaning of a High Score	No. of Scale Steps
36	Postschool law record	Scale evaluating postschool law violation record in terms of frequency and severity of offenses	Good law record	5
37	Predictive rating	Rating of likelihood of successful adjustment in the community, based on reading of the subject's file	Success predicted	5

TABLE 150

INTERCORRELATIONS OF VARIABLES—DSC MALES (N=113)

No.	Variable	Variable				
		1	2	3	4	5
1.	DLA IQ		.25	.23	.16	.25
2.	Reading grade			.81	.03	.07
3.	Arithmetic grade				-.03	.08
4.	Race					.47
5.	Subcommunity					
6.	Public assistance					
7.	Family physical environment					
8.	Adequacy, mother					
9.	Adequacy, father					
10.	Parental compatibility					
11.	Continuous with natural parents					
12.	Overprotective parents					
13.	Adequacy, home supervision (school age)					
14.	Attendance record					
15.	Preschool, outside Michigan					
16.	Age entered special class					
17.	Terms in special class					
18.	School truancy					

TABLE 150 (Continued)

No.	Variable	Variable 1	2	3	4	5
19.	Work habits, regular grade					
20.	Hyperactive					
21.	Assaultive (school age) . . .					
22.	Adjustment (regular grade)					
23.	Hostile to adults (special class)					
24.	Adjustment (special class)					
25.	Sociability					
26.	Participation					
27.	Consideration					
28.	Tenacity					
29.	Trustworthiness					
30.	Authority					
31.	Aptitude					
32.	Interest					
33.	Growth					
34.	Pre-16 law record					
35.	Postschool work record . . .					
36.	Postschool law record					
37.	Predictive rating					

TABLE 150 (Continued)

No.	Variable	6	7	8	9	10
1.	DLA IQ	-.06	.09	-.01	-.02	.16
2.	Reading grade	.06	.23	.01	.02	.10
3.	Arithmetic grade	.08	.26	.02	.08	.13
4.	Race	.21	.07	-.06	-.04	.23
5.	Subcommunity	.27	.25	.10	.16	.23
6.	Public assistance		.41	.21	.36	.34
7.	Family physical environment			.47	.48	.39
8.	Adequacy, mother				.67	.38
9.	Adequacy, father					.60
10.	Parental compatibility					
11.	Continuous with natural parents					
12.	Overprotective parents					
13.	Adequacy, home supervision (school age)					
14.	Attendance record					
15.	Preschool, outside Michigan					
16.	Age entered special class					
17.	Terms in special class					
18.	School truancy					

TABLE 150 (Continued)

No.	Variable	Variable 6	7	8	9	10
19.	Work habits, regular grade					
20.	Hyperactive					
21.	Assaultive (school age) . . .					
22.	Adjustment (regular grade)					
23.	Hostile to adults (special class)					
24.	Adjustment (special class)					
25.	Sociability					
26.	Participation					
27.	Consideration					
28.	Tenacity					
29.	Trustworthiness					
30.	Authority					
31.	Aptitude					
32.	Interest					
33.	Growth					
34.	Pre-16 law record					
35.	Postschool work record . . .					
36.	Postschool law record					
37.	Predictive rating					

TABLE 150 (Continued)

No.	Variable	Variable				
		11	12	13	14	15
1.	DLA IQ	.16	.05	-.03	-.02	.11
2.	Reading grade	.09	.21	.05	.14	-.05
3.	Arithmetic grade	.13	.18	.14	.16	-.02
4.	Race	.34	-.12	.07	-.15	.24
5.	Subcommunity	.24	-.06	.13	.04	.25
6.	Public assistance	.25	.18	.26	.17	-.17
7.	Family physical environment	.37	.04	.51	.39	-.02
8.	Adequacy, mother	.27	.09	.53	.28	-.16
9.	Adequacy, father	.42	.18	.43	.22	-.17
10.	Parental compatibility	.72	.05	.43	.11	.08
11.	Continuous with natural parents		-.01	.29	.03	.21
12.	Overprotective parents			.15	.28	-.11
13.	Adequacy, home supervision (school age)				.31	.02
14.	Attendance record					.02
15.	Preschool, outside Michigan					
16.	Age entered special class					
17.	Terms in special class . . .					
18.	School truancy					

TABLE 150 (Continued)

No.	Variable	Variable 11	12	13	14	15
19.	Work habits, regular grade					
20.	Hyperactive					
21.	Assaultive (school age) . . .					
22.	Adjustment (regular grade)					
23.	Hostile to adults (special class)					
24.	Adjustment (special class)					
25.	Sociability					
26.	Participation					
27.	Consideration					
28.	Tenacity					
29.	Trustworthiness					
30.	Authority					
31.	Aptitude					
32.	Interest					
33.	Growth					
34.	Pre-16 law record					
35.	Postschool work record . . .					
36.	Postschool law record					
37.	Predictive rating					

TABLE 150 (Continued)

No.	Variable	Variable				
		16	17	18	19	20
1.	DLA IQ	-.08	-.11	-.05	-.11	-.12
2.	Reading grade	.34	-.02	.05	.13	.09
3.	Arithmetic grade	.36	.01	.03	.18	.10
4.	Race	-.18	.09	-.01	.01	.01
5.	Subcommunity	-.19	.18	.22	.00	-.11
6.	Public assistance	-.03	.01	.31	.08	.04
7.	Family physical environment	.09	.08	.45	.21	.19
8.	Adequacy, mother	.10	.08	.40	.26	.21
9.	Adequacy, father	.14	.03	.34	.23	.08
10.	Parental compatibility	.05	.05	.27	.15	.06
11.	Continuous with natural parents	.01	.04	.27	.12	.06
12.	Overprotective parents	.21	-.25	.13	.11	.13
13.	Adequacy, home supervision (school age)	.12	.05	.36	.38	.27
14.	Attendance record	-.04	.05	.35	.20	.05
15.	Preschool, outside Michigan	-.30	.27	-.04	.02	-.09
16.	Age entered special class		-.68	-.12	-.10	.24
17.	Terms in special class . . .			.17	.26	-.10
18.	School truancy				.34	.15

TABLE 150 (Continued)

No.	Variable	Variable 16	17	18	19	20
19.	Work habits, regular grade					.47
20.	Hyperactive					
21.	Assaultive (school age) . . .					
22.	Adjustment (regular grade)					
23.	Hostile to adults (special class)					
24.	Adjustment (special class)					
25.	Sociability					
26.	Participation					
27.	Consideration					
28.	Tenacity					
29.	Trustworthiness					
30.	Authority					
31.	Aptitude					
32.	Interest					
33.	Growth					
34.	Pre-16 law record					
35.	Postschool work record . . .					
36.	Postschool law record					
37.	Predictive rating					

TABLE 150 (Continued)

No.	Variable	21	22	23	24	25
1.	DLA IQ	-.09	-.11	-.10	-.09	.04
2.	Reading grade	.10	.10	.15	.14	.28
3.	Arithmetic grade	.15	.12	.16	.18	.35
4.	Race	.08	.02	.09	.01	-.12
5.	Subcommunity	.10	.02	.06	.04	.11
6.	Public assistance	.11	.17	.24	.22	.36
7.	Family physical environment	.32	.12	.28	.22	.35
8.	Adequacy, mother	.33	.36	.36	.42	.20
9.	Adequacy, father	.35	.29	.32	.35	.22
10.	Parental compatibility	.31	.26	.36	.36	.28
11.	Continuous with natural parents	.18	.11	.22	.20	.17
12.	Overprotective parents	.14	.20	.21	.23	.17
13.	Adequacy, home supervision (school age)	.46	.24	.45	.37	.23
14.	Attendance record	.13	.17	.31	.24	.23
15.	Preschool, outside Michigan	-.08	-.06	-.03	-.13	-.21
16.	Age entered special class	.13	-.02	-.01	.01	.11
17.	Terms in special class	.05	.14	.16	.13	.04
18.	School truancy	.32	.24	.37	.42	.30

TABLE 150 (Continued)

No.	Variable	21	22	23	24	25
19.	Work habits, regular grade	.50	.38	.65	.50	.28
20.	Hyperactive	.47	.26	.44	.36	.19
21.	Assaultive (school age) . . .		.48	.62	.58	.44
22.	Adjustment (regular grade)			.45	.73	.45
23.	Hostile to adults (special class)				.72	.58
24.	Adjustment (special class)					.58
25.	Sociability					
26.	Participation					
27.	Consideration					
28.	Tenacity					
29.	Trustworthiness					
30.	Authority					
31.	Aptitude					
32.	Interest					
33.	Growth					
34.	Pre-16 law record					
35.	Postschool work record . . .					
36.	Postschool law record					
37.	Predictive rating					

TABLE 150 (Continued)

No.	Variable	Variable				
		26	27	28	29	30
1.	DLA IQ	.13	-.16	.01	.00	-.10
2.	Reading grade	.24	.22	.20	.16	.17
3.	Arithmetic grade	.30	.25	.31	.16	.19
4.	Race	-.02	.00	.00	.08	-.07
5.	Subcommunity	.13	.17	-.01	.13	.07
6.	Public assistance	.26	.35	.14	.24	.23
7.	Family physical environment	.36	.36	.24	.25	.16
8.	Adequacy, mother	.22	.26	.19	.24	.11
9.	Adequacy, father	.29	.31	.20	.28	.18
10.	Parental compatibility	.31	.25	.23	.37	.12
11.	Continuous with natural parents	.31	.14	.26	.29	.04
12.	Overprotective parents	.19	.20	.18	.13	.14
13.	Adequacy, home supervision (school age)	.23	.36	.29	.37	.22
14.	Attendance record	.40	.29	.34	.19	.19
15.	Preschool, outside Michigan	-.04	-.06	-.03	-.01	-.08
16.	Age entered special class	-.10	.04	-.09	.07	.04
17.	Terms in special class . . .	.13	.16	.19	.07	.15
18.	School truancy	.29	.31	.12	.27	.18

TABLE 150 (Continued)

No.	Variable	26	27	28	29	30
19.	Work habits, regular grade	.21	.45	.33	.43	.37
20.	Hyperactive	.05	.27	.13	.19	.20
21.	Assaultive (school age)	.20	.58	.27	.44	.46
22.	Adjustment (regular grade)	.35	.43	.26	.36	.34
23.	Hostile to adults (special class)	.45	.66	.43	.58	.51
24.	Adjustment (special class)	.48	.57	.41	.49	.48
25.	Sociability	.67	.72	.46	.62	.64
26.	Participation		.61	.69	.51	.48
27.	Consideration			.59	.76	.76
28.	Tenacity				.55	.48
29.	Trustworthiness					.73
30.	Authority					
31.	Aptitude					
32.	Interest					
33.	Growth					
34.	Pre-16 law record					
35.	Postschool work record					
36.	Postschool law record					
37.	Predictive rating					

TABLE 150 (Continued)

No.	Variable	Variable				
		31	32	33	34	35
1.	DLA IQ	.12	.08	.10	-.05	.20
2.	Reading grade	.05	.11	.04	.05	.20
3.	Arithmetic grade	.14	.12	.10	.04	.26
4.	Race	.29	.21	.23	.15	.22
5.	Subcommunity	.17	.17	.18	.13	.18
6.	Public assistance	.21	.14	.18	.21	.11
7.	Family physical environment	.14	.15	.13	.18	.26
8.	Adequacy, mother	.09	.16	.10	.16	.16
9.	Adequacy, father	.06	.12	.02	.13	.12
10.	Parental compatibility	.21	.21	.20	.23	.32
11.	Continuous with natural parents	.29	.26	.20	.04	.28
12.	Overprotective parents	.26	.30	.23	-.02	.05
13.	Adequacy, home supervision (school age)	.17	.21	.23	.27	.31
14.	Attendance record	.21	.29	.23	.21	.12
15.	Preschool, outside Michigan	.06	.02	.02	.05	.12
16.	Age entered special class	.07	.12	.09	-.15	.13
17.	Terms in special class	-.04	-.07	-.02	.17	-.07
18.	School truancy	.15	.22	.09	.43	.12

TABLE 150 (Continued)

No.	Variable	Variable				
		31	32	33	34	35
19.	Work habits, regular grade	.29	.24	.25	.20	.16
20.	Hyperactive	.27	.20	.14	.02	.14
21.	Assaultive (school age)	.29	.24	.26	.28	.28
22.	Adjustment (regular grade)	.16	.11	.19	.28	.24
23.	Hostile to adults (special class)	.36	.38	.34	.43	.25
24.	Adjustment (special class)	.30	.33	.31	.42	.23
25.	Sociability	.22	.20	.22	.27	.19
26.	Participation	.15	.22	.14	.23	.14
27.	Consideration	.18	.23	.20	.30	.15
28.	Tenacity	.23	.17	.18	.10	.13
29.	Trustworthiness	.21	.21	.23	.28	.22
30.	Authority	.09	.13	.14	.26	.01
31.	Aptitude		.76	.83	.15	.32
32.	Interest			.79	.18	.28
33.	Growth				.18	.29
34.	Pre-16 law record					.19
35.	Postschool work record					
36.	Postschool law record					
37.	Predictive rating					

TABLE 150 (Continued)

No.	Variable	Variable 36	 37
1.	DLA IQ	-.12	.12
2.	Reading grade	.06	.29
3.	Arithmetic grade	.10	.33
4.	Race	.18	.05
5.	Subcommunity	.19	.20
6.	Public assistance	.24	.34
7.	Family physical environment	.25	.43
8.	Adequacy, mother	.16	.38
9.	Adequacy, father	.24	.43
10.	Parental compatibility	.35	.45
11.	Continuous with natural parents	.21	.31
12.	Overprotective parents	.09	.22
13.	Adequacy, home supervision (school age)	.34	.38
14.	Attendance record	.29	.40
15.	Preschool, outside Michigan	.02	-.10
16.	Age entered special class	.02	.03
17.	Terms in special class	.10	.11
18.	School truancy	.37	.40

TABLE 150 (Continued)

No.	Variable	Variable	
		36	37
19.	Work habits, regular grade	.23	.50
20.	Hyperactive	.28	.31
21.	Assaultive (school age)	.51	.45
22.	Adjustment (regular grade)	.41	.51
23.	Hostile to adults (special class)	.42	.65
24.	Adjustment (special class)	.45	.73
25.	Sociability	.34	.55
26.	Participation	.23	.50
27.	Consideration	.45	.48
28.	Tenacity	.20	.46
29.	Trustworthiness	.32	.47
30.	Authority	.27	.33
31.	Aptitude	.24	.32
32.	Interest	.21	.33
33.	Growth	.24	.33
34.	Pre-16 law record	.55	.34
35.	Postschool work record	.29	.38
36.	Postschool law record		.42
37.	Predictive rating		

TABLE 151

PRINCIPAL AXES FACTOR LOADINGS—DSC MALES

No.	Variable	Factor								
		I	II	III	IV	V	VI	VII	VIII	h^2
1.	DLA IQ . . .	.00	-.29	-.12	.19	-.29	-.03	-.02	.04	.23
2.	Reading grade . . .	-.28	.04	-.52	.34	-.40	-.36	-.20	-.05	.79
3.	Arithmetic grade . . .	-.34	.03	-.52	.34	-.40	-.33	-.21	.03	.82
4.	Race	-.12	-.51	.19	-.09	-.22	-.20	.26	-.06	.47
5.	Subcommunity . . .	-.22	-.39	.25	.09	-.29	-.07	.07	-.20	.40
6.	Public assistance . .	-.41	-.12	.12	.18	-.01	.21	.06	-.28	.36
7.	Family physical environment	-.53	-.14	.10	.41	.04	.04	-.19	-.05	.52
8.	Adequacy, mother . . .	-.50	-.03	.20	.33	.41	.08	-.20	.15	.63
9.	Adequacy, father . . .	-.52	-.05	.21	.47	.32	.15	-.01	.09	.67
10.	Parental compatibility	-.55	-.34	.22	.39	.04	.00	.25	.10	.69
11.	Continuous with natural parents . .	-.42	-.46	.18	.34	-.10	.03	.26	.26	.68
12.	Overprotective parents . .	-.27	-.01	-.34	.00	.10	.19	-.13	-.05	.26
13.	Adequacy, home supervision (school age)	-.58	-.10	.12	.18	.25	-.06	-.09	.06	.48

TABLE 151 (Continued)

No. Variable	Factor								
	I	II	III	IV	V	VI	VII	VIII	h^2
14. Attendance record . . .	-.42	.01	-.03	.03	.00	.23	-.43	-.10	.42
15. Preschool, outside Michigan .	.05	-.26	.24	-.11	-.29	-.19	-.01	.14	.28
16. Age entered special class	-.07	.03	-.68	.31	.34	-.06	.22	-.07	.74
17. Terms in special class	-.14	.08	.56	-.20	-.35	-.16	-.31	.18	.65
18. School truancy . .	-.51	-.04	.26	.09	.13	.01	-.26	-.20	.46
19. Work habits, regular grade . . .	-.57	.13	.05	-.26	.11	-.25	-.16	.32	.62
20. Hyper-activity . .	-.38	.06	-.20	-.17	.33	-.27	.04	.18	.43
21. Assaultive (school age)	-.67	.09	.00	-.13	.25	-.28	.14	.03	.63
22. Adjustment (regular grade) . . .	-.58	.20	.07	-.13	.15	-.18	.03	-.04	.45
23. Hostile to adults (special class) . . .	-.80	.11	.03	-.23	.09	-.11	-.01	.09	.73
24. Adjustment (special class) . . .	-.77	.17	.03	-.17	.15	-.09	-.01	-.02	.68
25. Sociability .	-.71	.30	-.14	.03	-.20	.14	.13	-.16	.71
26. Participation	-.63	.19	.01	.13	-.38	.31	-.07	.03	.69

TABLE 151 (Continued)

No.	Variable	Factor								
		I	II	III	IV	V	VI	VII	VIII	h^2
27.	Consideration	-.78	.34	.00	-.08	-.17	.08	.15	-.06	.80
28.	Tenacity . . .	-.58	.21	-.05	-.01	-.33	.24	-.03	.29	.64
29.	Trustworthyness . .	-.71	.22	.01	-.05	-.19	.10	.33	.08	.72
30.	Authority . .	-.61	.44	-.04	-.16	-.22	.11	.24	-.04	.71
31.	Aptitude . . .	-.46	-.58	-.30	-.41	.01	.14	-.04	.08	.84
32.	Interest . . .	-.47	-.52	-.31	-.34	.05	.22	-.13	.01	.77
33.	Growth	-.45	-.54	-.30	-.43	.02	.18	-.05	.00	.80
34.	Pre-16 law record . . .	-.44	-.03	.25	-.16	.00	-.16	-.09	-.44	.51
35.	Postschool work record . . .	-.37	-.32	-.11	.07	-.02	-.22	.05	-.02	.30
36.	Postschool law record . . .	-.56	-.06	.14	-.10	.09	-.22	.06	-.35	.53

TABLE 152

FACTOR LOADINGS AFTER ROTATION—DSC MALES

No.	Variable	Factor							
		I	II	III	IV	V	VI	VII	VIII
1.	DLA IQ	-.08	.13	.30	.00	-.05	-.21	.25	-.07
2.	Reading grade . . .	.15	.01	.87	.00	.11	.02	.02	.04
3.	Arithmetic grade .	.19	.06	.87	.04	.09	.05	.03	-.03
4.	Race	-.07	.30	.00	-.12	-.16	-.01	.57	.22
5.	Subcommunity . . .	.04	.16	.10	.09	-.23	-.17	.43	.31
6.	Public assistance.	.29	.14	-.02	.34	.06	-.18	.14	.29
7.	Family physical environment . . .	.19	.08	.24	.61	-.04	-.01	.14	.15
8.	Adequacy, mother.	.12	.04	-.04	.75	.02	.25	.01	.01
9.	Adequacy, father .	.21	-.03	-.04	.75	.12	.10	.19	.02
10.	Parental compatibility	.22	.12	.04	.51	.04	.06	.59	.07
11.	Continuous with natural parents .	.14	.19	.06	.40	-.04	-.01	.67	-.11
12.	Overprotective parents	.18	.29	.14	.16	.22	-.01	-.21	-.02
13.	Adequacy, home supervision (school age) . . .	.20	.15	.06	.54	.00	.30	.13	.11
14.	Attendance record	.23	.26	.15	.39	-.15	-.07	-.29	.12
15.	Preschool, outside Michigan . .	-.13	.07	.05	-.14	-.39	.01	.30	-.01
16.	Age entered special class . .	-.02	.05	.28	.07	.80	.10	-.04	-.06
17.	Terms in special class	.11	-.10	.00	.03	-.78	.13	.03	.04
18.	School truancy . .	.20	.12	.02	.48	-.18	.11	-.04	.36
19.	Work habits, regular grade . .	.32	.20	.09	.17	-.23	.62	-.06	-.05
20.	Hyperactivity . . .	.13	.16	.06	.08	.18	.58	-.04	-.01
21.	Assaultive (school age) . . .	.39	.15	.03	.20	.10	.59	.12	.22

TABLE 152 (Continued)

No.	Variable	Factor I	II	III	IV	V	VI	VII	VIII
22.	Adjustment (regular grade) .	.41	.06	.02	.18	-.02	.44	-.01	.23
23.	Hostile to adults (special class) .	.56	.29	.04	.23	-.09	.50	.02	.15
24.	Adjustment (special class) .	.55	.22	.03	.27	-.02	.46	-.04	.23
25.	Sociability	.78	.10	.20	.14	.10	.04	-.01	.17
26.	Participation	.70	.12	.22	.27	-.17	-.16	.01	-.04
27.	Consideration . . .	.84	.06	.09	.14	-.02	.20	.02	.15
28.	Tenacity	.66	.16	.18	.17	-.20	.03	.01	-.27
29.	Trustworthiness .	.78	.11	.03	.10	.02	.18	.22	.01
30.	Authority	.82	.00	.03	-.05	.01	.15	-.03	.07
31.	Aptitude	.10	.89	.04	.02	.02	.13	.13	.02
32.	Interest	.12	.86	.05	.11	.05	.05	.02	.05
33.	Growth	.13	.88	.01	.01	.03	.06	.07	.07
34.	Pre-16 law record	.24	.12	-.01	.12	-.19	.13	.01	.61
35.	Postschool work record	.05	.27	.25	.14	.06	.17	.29	.16
36.	Postschool law record	.29	.17	.03	.16	-.02	.27	.13	.55

Rating, has been omitted from the factor analysis because of its spurious correlation with the other variables from which the Predictive Rating was derived. The relationship of Predictive Rating to the outcome variables is presented in the correlation matrix and is discussed separately.

Factor I

This factor, on which most measures of school adjustment show appreciable loadings, seems to be related to conformity and cooperativeness. The cluster of variables describes the stereotype of the "ideal student." The highest loadings occur for Consideration, Authority, Sociability, and Trustworthiness. All of the other ratings of school adjustment also have positive loadings.

It is of interest that some family background factors also have small but appreciable loadings on this factor. These include Family Physical Environment, Parental Compatability, Adequacy of Home Supervision (School Age), and Adequacy of Father. In the case of the WCTS analysis, the family background variables failed to load appreciably on any factor except those dealing only with family background.

The two police record items, Pre-16 Law Record and Postschool Law Record, have loadings on Factor I of .24 and .29, respectively. Postschool Work Record does not have a significant loading on this factor. Thus, the type of conforming cooperativeness in school with which this factor is concerned is related to law-abiding behavior but not to the adequacy of the subject's work history.

It is of particular interest that the three handwork ratings—Aptitude, Interest, and Growth—while evaluations of performance, are not loaded on this factor. This fact is discussed in the interpretation of the next factor.

Factor II

The three handwork ratings—Aptitude, Interest, and Growth—define Factor II, having loadings of .89, .86, and .88, respectively. These measures relate to skill and interest in handwork classrooms as evaluated by teachers' ratings. Also loaded appreciably on this factor are Race (.30); Hostile to Adults, Special Class (.29); Overprotective Parents (.29); Postschool Work Record (.27); and Attendance Record (.26). The intelligence and academic achievement measures do not have significant loadings.

The interesting fact suggested by Factors I and II is that in their ratings the teachers discriminated successfully between aptitude and achievement (Factor II) and personality and attitudinal factors (Factor I). (An undetermined number of shop teachers made both kinds of ratings.) Of course, academic and shop classrooms are different situations, and the fact may be that the subjects responded differently in the two settings.

The loading of Race is in a direction which suggests that the white boys are rated as showing greater achievement and interest in the handwork classes.

As in the analysis of the WCTS data, ratings based on handwork achievement appear to be among the best single predictors of vocational achievement in the community. The original correlations of the three ratings and Postschool Work Record are of the order of .30. Only Predictive Rating (.38) and Parental Compatability (.32) show higher correlations with Postschool Work Record.

Factor III

This factor appears to be a verbal intelligence factor, high loadings occurring for DLA IQ (.30), Reading Grade (.87), and Arithmetic Grade (.87). Postschool Work Record also has one of the higher loadings on this factor (.25).

A general verbal intelligence factor is thus related, as in the WCTS data, to vocational success. The correlations between intelligence tests and Postschool Work Record are larger in the WCTS data. This may be explained by the relatively narrow range of DLA IQ scores in the DSC group. This latter fact also explains the designation of Factor III as a factor of verbal intelligence in spite of the relatively small loading by DLA IQ. This seemed a legitimate procedure also because of the high reading and arithmetic loadings, since school achievement is assumed to be highly correlated with verbal-type estimates of intelligence.

Factor IV

The highest loadings on this factor are shown by Adequacy, Father (.75); Adequacy, Mother (.75); Family Physical Environment (.61); and Adequacy, Home Supervision—School Age (.54). School Truancy (.48); Attendance Record (.39); and Adjustment—Special Class (.27) also show sizable loadings. This factor reveals the relationship that exists between the stability and adequacy of the subject's family and certain aspects of school behavior. Poor school attendance, poor adjustment in school, and—to a lesser degree—assaultiveness to peers and hostility to authority in school appear related to poor home background.

The association shown in this factor between family background and school adjustment raises the question of why a similar factor did not appear in the WCTS data. Again, the answer may be found in the difference in the amount of variability in the two groups. Variability in home background is much smaller in the WCTS group because of the fact that institutionalization very frequently was necessitated by an inadequate home setting. Thus, probably relatively few of the WCTS children came from minimally adequate homes, with the result that there was little chance for measures of family pathology to correlate with other variables.

Factor V

This factor is not of particular interest since it is almost entirely concerned with certain inevitable relationships between measures having to do with time factors in the subject's school histories. The factor loadings and the original correlations indicate that subjects who entered class at a late age tended to spent fewer terms in special class, to have lived outstate during the preschool period, to have lived in lower socioeconomic neighborhoods, to have had poor work habits in school, and to not have had overprotective parents.

Factor VI

The highest loadings on Factor VI are by the following variables: Work Habits, School (.62); Assaultiveness, School (.59); Hyperactivity (.58); and Hostile to Adults, Special Class (.50). The direction of the DLA IQ loading gives a clue to the origin of this factor. The negative DLA IQ loading (-.21) requires the interpretation that for this factor, good work habits, nonassaultiveness, nonhyperactivity, et cetera are associated with low IQ, or conversely, that high IQ is associated with the undesirable opposites of these traits.

This factor is probably generated by the presence of the passive, nonagressive, and relatively slow child. This is suggested by the fact that it is independent of Factor I, which probably involves a more aggressive, but still wholesome, conformity. Participation, for example, has a loading of .70 on Factor I, but a loading of -.16 on Factor VI. This factor accounts for some of the variance of Postschool Law Record, the loading for this variable being its third highest—.27.

Factor VII

This factor has to do with family continuity and adequacy in a context of racial differences. Highest loadings occur for Continuous with Natural Parents (.67); Compatibility of Parents (.59); Race (.57); Subcommunity (.43); and Preschool, Outstate (.30). Posttraining Work Record has its highest loading (.29) on this factor.

Perhaps this factor can be interpreted as reflecting general socioeconomic status, assuming that race and family stability are highly related to socioeconomic status. Thus, an individual's Postschool Work Record would appear to be best accounted for by socioeconomic background, in terms of the variables used in this study.

Factor VIII

Factor VIII appears to be rather specifically related to law violations. The highest loadings are by the variables Pre-16 Law Record (.61), Postschool Law Record (.55), School Truancy (.36), and Subcommunity (.31). Race also enters into the factor, but considerably less than on Factor VII, with a loading of only .32. The loadings suggest a relationship between juvenile and adult police records and a tendency to be overtly aggressive (Assaultive), a school truant, and poorly adjusted in school. Again, such a pattern shows a tendency to occur more frequently among the Negro boys.

It is interesting that family background items are conspicuously absent from this factor, suggesting that a certain part of the variability in the law violation items is attributable to cultural factors, and independent of those psychogenic causes of crime which stem from family pathologies.

Relationship of DSC Developmental Record Variables to Work Record and Law Record

What insight do these definitions of the factors provide into the determinants of postschool behavior? First, the loadings suggest that, in regard to work success, an important part is played by socioeconomic background and race membership (Factor VII). Again, as in the WCTS group, the type of intellectual ability reflected in academic achievement and in predominantly verbal intelligence tests plays a part in vocational achievement in this group (Factor III). Finally, a factor of school adjustment and achievement in handwork classes is related to job success in the community (Factor II). The relationship of family background to work success appears weak except to the extent that both family pathologies and job success are related to socioeconomic status and racial origin.

As in the case of the WCTS data, the pattern of factors affecting community work record and community law observance are quite different.

Developmental record variables significantly correlated with Postschool Work Record for the DSC group are presented in Table 153. While four of the items correlating with Work Record are concerned with family background, it has been suggested in the interpretation of the factors derived from the factor analysis that these correlations originate in the more basic factor of socioeconomic-racial status. This interpretation, if correct, demonstrates the possible utility of the method of factor analysis for revealing the underlying pattern of relationships.

The Aptitude, Interest, and Growth measures were derived from ratings by handwork teachers; and their high correlation with Work Record, relative to other measures in the study, parallels the finding obtained from the WCTS data. Although these correlations are only of the order of .30, it should be remembered that the original teachers' ratings, derived as they were from the regular school records, left much to be desired as measures. It could be anticipated that a carefully planned and administered measure of performance in handwork classes would be quite highly correlated with an equally well-designed measure of community job performance.

Postschool Law Record is revealed by the factor analysis to be related to earlier conforming behavior, which in turn is determined in part by socioeconomic and racial factors (Factor VIII). Also of significance is a school adjustment factor not related to socioeconomic or racial factors (Factor I). Finally, some of the variance in law observance behavior is accounted for by a school adjustment variable relating to passive, nonaggressive conformity (Factor VI).

Developmental record variables significantly correlated with Postschool Law Record for the DSC group are presented in

TABLE 153

SIGNIFICANT INTERCORRELATIONS FOR POSTSCHOOL WORK RECORD—DSC MALES

No.	Variable	Correlation with Postschool Work Record (N=113)
37.	Predictive rating	.38
10.	Parental compatability	.32
31.	Aptitude	.32
13.	Adequacy, home supervision (school age)	.31
33.	Growth	.29
36.	Postschool law record	.29
32.	Interest	.28
21.	Assaultive (school age)	.28
11.	Continuous with natural parents	.28
7.	Family physical environment	.26

Table 154. The Pre-16 Law Record appears as the best single predictor of subsequent capacity to abide by the law, as was the case in the WCTS sample. In general, the pattern is similar to that found for the WCTS group, earlier adjustment to school and community showing appreciable relationship to the Postschool Law Record measure.

Summary

Intercorrelations among selected developmental record and outcome variables were determined separately for the WCTS and DSC male groups. The resulting correlation matrices were subjected to factor analysis using a principal axes solution and a varimax rotation. Seven factors were extracted from the WCTS matrix and eight factors from the DSC matrix.

The factors were discussed separately with particular reference to the loadings of the measures of postschool adjustment on each factor. No attempt is made here to summarize the interpretations of the factors since the heterogeneity of the original variables that were correlated makes a simple summary statement as to the nature of the factors difficult and somewhat meaningless.

Finally, Postschool Work Record and Postschool Law Record were discussed in terms of the measures with which they were most highly correlated.

TABLE 154

SIGNIFICANT INTERCORRELATIONS FOR POSTSCHOOL LAW RECORD—DSC MALES

No.	Variable	Correlation with Postschool Law Record (N=113)
34.	Pre-16 law record	.55
21.	Assaultive (school age)	.51
24.	Adjustment (special class)	.45
27.	Consideration	.45
37.	Predictive rating	.42
23.	Hostile to adults (special class)	.42
22.	Adjustment (regular grade)	.41
18.	School truancy	.37
10.	Parental incompatability	.35
25.	Sociability	.34
13.	Adequacy, home supervision (school age)	.34

CHAPTER V

OUTCOME DATA—FEMALES

Introduction

It is difficult, on the basis of group data, to give a feeling for the adequacy with which the subjects in this study met the pressures of postschool community living. However, an attempt has been made to overcome the inherent difficulties of this approach, insofar as possible, by (a) presenting data from different points of view, and (b) including variables that are broad in scope and evaluative in character. The first approach accounts for some of the repetitions in the tabular presentations that follow. However, the repetitions are purposeful in that, in each case, some new relationship is highlighted. When broad, evaluative variables are used, an attempt has been made to define categories rather specifically in order that the intended discriminations will be clear to the reader.

In evaluating the postschool community success of the girls, heavy emphasis has been placed on the adequacy with which the girls managed their feminine role. This orientation developed from a preconception of what would be important, but it was also brought about by the character of the obtained results. The girls' most frequent behavior deviations and their most serious life problems included promiscuity, illegitimate pregnancy, and unfortunate marriages. Serious law violations were rare; occupational achievement was frequently irrelevant and not generally a primary source of the difficulties which the girls experienced.

Living Setting at the Beginning of the Postschool Period

In what kind of family setting did the subject begin the postschool period? An answer to this question was sought because of the assumption that the integrity of the natural family unit is an important aspect of the environment of the adolescent. In Table 155 are recorded the number of persons in each subgroup living in various family settings at the outset of the postschool period. For those in the DSC and DRG groups, the family setting at age sixteen was determined. For those in the WCTS group it was necessary to record the first setting into which subjects were placed when returned to the community. Thus, for all groups, the earliest point in the postschool community adjustment period was selected.

The differences between the groups can be more clearly seen in Table 156. Those cases who remained in institutions and those for whom adequate information did not exist are excluded, and the various living settings have been reduced to three broad categories: "both natural parents," "one natural parent," and "other."

The distribution for the WCTS sample differs markedly from the other two samples. Only five out of a total of sixty-six girls returned to live in a home composed of both natural parents. This finding is, of course, related to the fact that instability of the family structure was originally responsible for placement of many of the girls in the institution. Their return to the community was carried out under the supervision of social workers. When a child was not

TABLE 155

NUMBERS OF FEMALE CASES IN VARIOUS LIVING SETTINGS AT BEGINNING OF POSTSCHOOL PERIOD

Setting	WCTS		DSC		DRG	
	White	Negro	White	Negro	White	Negro
Both natural parents	4	1	15	13	9	10
Mother only	4	5	2	3	3	2
Father only	0	1	3	1	0	0
Mother and stepfather	7	6	3	3	2	0
Father and stepmother	3	4	3	0	1	0
Husband	0	0	0	1	0	0
Sibling	5	1	0	0	0	0
Other relative	3	4	1	5	0	1
Foster parents	1	0	1	1	0	0
Home placement	14	3	2	1	0	0
Mental hospital	0	0	1	0	0	0
Institution (mentally retarded)	5	1	0	0	0	0
Not reported	0	1	5	1	3	2
Totals	46	27	36	29	18	15

TABLE 156

NUMBERS OF FEMALE CASES IN THREE BROAD CATEGORIES OF LIVING SETTINGS

Category	WCTS		DSC		DRG	
	White	Negro	White	Negro	White	Negro
Both natural parents	4	1	15	13	9	10
	(9.8)[a]	(4.0)	(50.0)	(46.4)	(60.0)	(76.9)
One natural parent	14	16	11	7	6	2
Other than parent	23	8	4	8	0	1
Totals	41	25	30	28	15	13

[a] Figures in parentheses indicate percentage of the total number living with both natural parents. Cases who remained in an institution for the retarded and cases for whom there is inadequate information have been excluded in determining the percentages.

returned to the home of one or both of the natural parents, it usually meant either that (a) the parents were missing, dead, or institutionalized; or (2) the home which the parents maintained was not regarded as healthful environment for the child.

Since placement with only one of the natural parents indicated a broken home also, it can be said that less than 10 percent of the WCTS girls returned to an unbroken home which was judged to be at least minimally adequate on the basis of a social service evaluation. Thirty-five of the WCTS girls returned to live with at least one natural parent, and thirty-one returned to other settings.

There is also a tendency for a larger percentage of the DRG group, as compared to the DSC group, to live with both natural parents, the difference being greater for the Negro girls. Thus, a greater proportion of the retarded girls began the period of post-school living under the presumed handicap of a previously broken family unit.

Work Experience

Many of the girls in the study made no effort to find jobs, and work histories of many others were interrupted by marriage and childbirth. Because these and other factors unrelated to job competence determined length and type of employment, no effort was made to analyze all facets of the work histories of the girls. However, several analyses are of relevance.

In Table 157 is presented a listing of all jobs that were held by the girls in the three samples. The numbers entered in the table tell the number of girls in each group who held a particular job at least once. Thus, it will be noted, the columns do not total

TABLE 157

NUMBERS OF GIRLS HOLDING VARIOUS JOBS

Job Title	WCTS		DSC		DRG	
	White (N=32)	Negro (N=15)	White (N=19)	Negro (N=12)	White (N=15)	Negro (N=11)
Bookkeeper					1	1
Secretarial					1	1
IBM operator					1	
Attendant, zoo					1	
Camp counselor					1	
Bakery, helper					1	
Attendant nurse						1
Dry cleaner, helper . . .						1
General office work . . .			2		8	4
Receptionist			1			
Sales	5	2	5	1	9	4
Cashier	1		2		3	
Counter girl, bus girl . .	4		1	1	2	1
Waitress	12	4	5	4	4	2
Nurse's aide	1		1			1
Unskilled labor, small industry	1		1	3	1	

TABLE 157 (Continued)

Job Title	WCTS		DSC		DRG	
	White (N=32)	Negro (N=15)	White (N=19)	Negro (N=12)	White (N=15)	Negro (N=11)
Kitchen helper, restaurant	1					1
Cosmetologist				1		
Wrapper/marker, department store			2			
Cook				2		
Developed film			1			
Pillow checker			1			
Laundry worker	1	1	1			
Baby sitting	4		1	1		
Grocery, helper	1		1			
Day work, domestic	6	5	2	3		
Mother's helper	17	4	1			
Manual labor, hospital . .	1	2				
Dishwasher		1				
Janitorial helper		1				
Elevator operator	3					

the number of girls in a group since a girl is counted for each different kind of job held. The jobs have been placed in clusters to show graphically the differences between the three groups in the frequencies with which various jobs were held.

A second analysis of the job experiences of the girls involves a comparison of the final level of job attainment of the three groups. For those girls who did seek and find remunerative employment, the question was asked, "What was the last job held within the time period of the present study?" A tally was made of the last job held by each girl for a period of one month or longer. This distribution is presented in Table 158.

It is immediately apparent that the large majority of the DRG group held clerical jobs, while the large majority in both retarded groups held service jobs or jobs classifiable as unskilled labor.

A clearer comparison of the subgroups can be obtained by combining all "service" and "unskilled labor" jobs into a broad category of "lower skill level" and all other jobs (including "college") into a "higher skill level" category. The number and percentage in these two broad categories are presented in Table 159, along with figures for those never employed.

The fact that the girls in the two retarded groups worked at lower skill level jobs as compared to the average group is not surprising and needs no further analysis here. However, it is of interest to explore further the reasons why such a large proportion of the retarded group (approximately one-fourth of the white girls and one-half of the Negro girls) were never gainfully employed.

In Table 160 are listed five categories descriptive of reasons why the nonworkers did not work. Of course, for any one girl there may have been several reasons for nonemployment, but

TABLE 158

DISTRIBUTION SHOWING FINAL JOB STATUS OF THE GIRLS IN THE THREE SAMPLE GROUPS

Job Status	WCTS		DSC		DRG	
	White	Negro	White	Negro	White	Negro
College					2	4
Clerical:						
Bookkeeper					1	1
Business machine operator					2	
Cashier					1	
Executive secretary						1
General clerical			1		3	3
Receptionist			1			
Secretary					1	
Telephone caller						1
Attendant nurse (Civil Service)						1
Cosmetologist				1		
Sales Clerk	4		2	1	3	
Service:						
Elevator operator	3					
Housework (day basis)	2	3	1	1		
Housework (living in)	9	4	1	1		
Restaurant helper	1	1	2	1		1
Waitress	6	2	5	3	2	

TABLE 158 (Continued)

Job Status	WCTS		DSC		DRG	
	White	Negro	White	Negro	White	Negro
Unskilled labor (miscellaneous)	3	2	6	3		
Never worked (but in community)	10	8	8	15		1
Institutionalized:						
Mentally ill			2			
Mentally retarded . . .	6	1	1			
Inadequate information . .	2	6	6	3	3	2
Totals	46	27	36	29	18	15

TABLE 159

NUMBERS AND PERCENTAGES OF FEMALES IN THREE JOB STATUS CATEGORIES

Job Status Category	White		Negro	
	No.	Pct.	No.	Pct.
WCTS				
Higher skill level	4	10.5		
Lower skill level	24	63.2	12	60.0
Never worked	10	26.3	8	40.0
Totals	38	100.0	20	100.0
DSC				
Higher skill level	4	14.8	2	7.7
Lower skill level	15	55.6	9	34.6
Never worked	8	29.6	15	57.7
Totals	27	100.0	26	100.0
DRG				
Higher skill level	13	86.7	11	84.6
Lower skill level	2	13.3	1	7.7
Never worked	—	—	1	7.7
Totals	15	100.0	13	100.0

TABLE 160

DISTRIBUTION OF RETARDED FEMALE NONWORKERS ACCORDING TO REASON WHY EMPLOYMENT WAS NOT SOUGHT

Reason	WCTS		DSC	
	White	Negro	White	Negro
Incompetent and/or overprotected	4	1	2	2
Marriage	3	2	4	5
Child out of wedlock	3	3	1	5
Never sought employment	0	2	0	2
Emotionally disturbed	0	0	1	1
Totals	18	8	8	15

an attempt has been made to single out what appeared to be the most crucial factor in each girl's case. It will be observed that nine of the girls are listed as incompetent or overprotected. In these cases, the girl was generally dependent on the parents and had little independent outside contact of any kind. Whether or not she was actually unemployable was frequently obscured by the fact that the parents appeared willing to support her completely, with the result that she was under no pressure to seek work.

The two categories "marriage" and "child out of wedlock" account for the large majority of the cases. These girls had generally become married or pregnant early during the postschool period, and either chose to be nonworking wives or were in the position of having to care for their own child. Since only one of the girls in the DRG group had never worked—in spite of the fact that many had been married and had been mothers—it is questionable whether early marriage or motherhood is an adequate explanation of why such a large proportion of the girls in the retarded group had never worked. Perhaps the retarded girls sought security from the competitive job market in marriage and motherhood. Or it may well be that the retarded girls lacked the initiative and competence required to make arrangements for the care of a child while continuing to work.

Postschool Law Records of the Girls

The degree to which the girls were involved with the law during the postschool period was evaluated by the same set of categories used with the boys. The definitions of these categories and other aspects of the procedure used are described in Chapter III in the section entitled "Summary Categorization of Law Record." Similar data for the girls are presented in Table 161. It will be observed that only five girls, out of a total of 147 for whom categorization was meaningful and possible, were classified as serious offenders (Category C). It is apparent that few of the retarded girls are community problems because of difficulties with the law.

However, it is of interest to note the kind of offenses with which those girls who do get in trouble are charged. A list of all adult offenses (after the seventeenth birthday) committed by girls in the three samples is presented in Table 162. So few cases were involved that it was not practical to attempt any comparisons between groups. The numbers entered in the table tell the number of girls who were charged with each offense. Since a girl is entered for each type of offense she committed, no total is presented since it would have little meaning. Twenty-five girls had police records after their seventeenth birthdays and are involved in this table.

It is apparent that a large proportion of the charges have to do with immorality. Those charged with "Missing from Home" and "Incorrigibility" are, in most cases, girls who had become unmanageable to their parents or to those responsible for them.

Pregnancies out of Wedlock

An attempt was made to determine the number of girls who had become pregnant out of wedlock, regardless of whether or not the pregnancy resulted in the birth of an illegitimate child. These data are presented in Table 163.

TABLE 161

DISTRIBUTION ON POSTSCHOOL LAW RECORD FOR FEMALES IN THE THREE SAMPLES

Descriptive Category	WCTS		DSC		DRG	
	W	N	W	N	W	N
A 1. No record	31	13	21	22	12	11
2. 1 or 2 charges, no action	4	2	7	2	3	1
3. 1 or 2 penalties	0	1	1	0	0	0
B 1. 3 or more charges	3	2	1	1	0	0
2. 1 probation or jail	0	2	0	1	0	1
C 1. 10 or more charges[a]	1	1	0	0	0	0
2. Probation over 2 years	0	0	0	0	0	0
3. Correctional school	0	1	0	1	0	0
4. Jail or probation twice	0	1	0	1	0	0
5. Prison (state or U.S.)	0	1	0	0	0	0
C (Total number of persons)	(1)	(3)	(0)	(1)	(0)	(0)
D 1. Institution (retarded)	6	2	0	0	0	0
2. Mentally ill	0	0	2	0	0	0
E Inadequate information	1	2	4	2	3	2
Totals (persons)	46	27	36	29	18	15

[a] In the major categories A and B, a subject was entered only once; namely, at the level considered to be the most serious difficulty with the law. But in Category C a person was entered in each subcategory for which he qualified. The total number of persons in Category C are the figures in parentheses.

TABLE 162

NUMBERS OF GIRLS IN THE STUDY CHARGED WITH VARIOUS OFFENSES

Charge	No.
Missing from home	13
Breaking and entering	3
Larceny	3
Disorderly person	2
Incorrigible	2
Violation of probate code	2
Loitering	1
Engaging in illegal occupation	1
Immoral act	1
Accosting and soliciting	1
Contributing to the delinquency of a minor	1
Malicious destruction of property	1
Passing counterfeit money	1
Attempted self-injury	1
Traffic warrant	1
Driving without a license	1
Violation of juvenile code	1
Violation of probation	1
Fugitive	1

TABLE 163

NUMBERS OF GIRLS KNOWN TO HAVE BEEN PREGNANT OUT OF WEDLOCK ONE OR MORE TIMES

Status	WCTS		DSC		DRG	
	White	Negro	White	Negro	White	Negro
Pregnant out of wedlock	14	12	7	9	2	2
	(41.1)[a]	(60.0)	(25.9)	(34.6)	(14.3)	(15.4)
Never pregnant out of wedlock	20	8	20	17	12	11
Institutionalized	5	2	3	0	0	0
Protected at home	4	0	0	0	0	0
Not reported	3	5	6	3	4	2
Totals	46	27	36	29	18	15

[a] Percentage pregnant out of wedlock when those "institutionalized," "protected at home," and "not reported" are excluded.

Both retarded groups have a considerably higher proportion of girls who have been illegitimately pregnant, the WCTS group showing the highest incidence and the DRG group, the lowest. It can be assumed that these figures underestimate the actual incidence of pregnancy out of wedlock since this is the kind of information that may occasionally have been withheld from the interviewer. Because many of the WCTS girls were under social work supervision, the frequency of illegitimate pregnancies was probably more accurately determined for this group; and this fact may account, in part, for the higher rate of pregnancy reported.

The higher rate of illegitimate pregnancy among the WCTS group should also be interpreted with awareness that in some cases a tendency toward sexual delinquency played a part in a girl's placement in WCTS. Furthermore, it is accepted as common knowledge among the WCTS staff that some of the girls are aware that they can secure discharge from the institution by giving birth to a child, and may seek pregnancy for this purpose.

Rate of Legitimate and Illegitimate Childbirth

Table 164 shows the number of girls in each group who gave birth to legitimate and illegitimate children and the number of legitimate or illegitimate children born to each mother. There were only four cases in which a girl had both legitimate and illegitimate children: two WCTS white girls had one child out of wedlock and one in marriage; one WCTS Negro had one child out of wedlock and two in marriage; while one DRG Negro girl had two children out of wedlock and one in marriage. These few overlapping cases are included in both sides of the table.

TABLE 164

NUMBERS OF GIRLS HAVING VARIOUS NUMBERS OF LEGITIMATE AND ILLEGITIMATE CHILDREN

Number of Children	WCTS		DSC		DRG	
	White	Negro	White	Negro	White	Negro
Number of Girls Having Legitimate Children						
None	24	13	15	19	11	7
One	9	2	5	1	3	5
Two	1	3	7	2	0	1
Three	0	0	1	1	1	0
Four	0	0	0	2	0	0
Five	0	0	0	1	0	0
Not in a position to have children	9	2	3	0	0	0
Not reported	3	7	5	3	3	2
Totals	46	27	36	29	18	15
Number of Girls Having Illegitimate Children						
None	25	10	25	18	13	11
One	9	6	2	4	1	0
Two	0	1	0	0	0	2
Three	0	0	0	2	0	0
Four	0	1	0	2	0	0
Five	0	1	0	0	0	0
Not in a position to have children	9	2	3	0	0	0
Not reported	3	6	6	3	4	2
Totals	46	27	36	29	18	15

The category "not in a position to have children" includes those institutionalized, plus those who have been living in a completely dependent and protected pattern at home. Thus, the figures presented in Table 165 relating to percentage of children born involve only those girls who were living somewhat freely in the community.

It should also be noted that the number of "not reported" cases varies occasionally within one subgroup from the "legitimate" to the "illegitimate" column. This means that for some reason there was reliable information regarding one of the variables but not the other.

Summary figures relating to these childbirth data are presented in Table 165. To facilitate comparison between the groups, the frequencies of Table 164 have been combined and are presented as percentages or, in the case of number of children born, converted to a birthrate index; namely, number of births per one hundred cases. Thus, in the DSC white group 46.4 of the girls had one or more legitimate children, while only 7.4 percent had illegitimate children; and children had been born legitimately during this period to the girls in this group at the rate of 78.6 children per one hundred girls, while illegitimate births had occurred at the rate of 7.4 per one hundred girls. The fact that the rate of legitimate births was higher than the percentage of girls having children legitimately is a function of the fact that some girls had more than one child.

The following relationships are apparent:

1. In all three samples, and for both legitimate and illegitimate births, the Negro girls gave birth to children at a higher rate than the white girls. In some instances this is due to the fact that

TABLE 165

SUMMARY DESCRIPTION OF THE GROUPS RELATING TO LEGITIMATE AND ILLEGITIMATE CHILDBIRTH

Characteristics Relating to Childbirths	WCTS		DSC		DRG	
	White	Negro	White	Negro	White	Negro
Pct. having legitimate children	29.4	27.8	46.4	26.9	26.7	46.2
Pct. having illegitimate children	26.5	47.4	7.4	44.4	7.1	15.4
Rate of legitimate births (per 100 cases)	32.4	44.4	78.6	80.8	40.0	53.8
Rate of illegitimate births (per 100 cases)	26.5	89.5	7.4	69.2	7.1	30.8

a greater percentage of the Negro girls had children; in other instances, to the fact that a few of them had many children.

2. In general, the retarded girls had produced children at a higher rate than the nonretarded. There are exceptions to this general statement, however. First, while the DSC white group produced a higher proportion of legitimate children than the DRG white group (46.4 percent vs. 26.7 percent), there was no appreciable difference between the two groups in the rate of illegitimate births. Secondly, both the white and Negro WCTS groups had a lower rate of legitimate births than the corresponding DRG groups.

Having illegitimate children tended to accompany retardation in the Negro groups. The number of illegitimate births per one hundred cases for the Negro groups were as follows: WCTS, 89.5; DSC, 69.2; and DRG, 30.8. The same relationship does not hold true for the white groups, the corresponding birthrates being: WCTS, 26.5; DSC, 7.4; DRG, 7.1. From these figures it is apparent that institutionalization, or some factors accompanying or resulting in such action, may also be related to illegitimate births.

Outcome of Marriages

In Table 166 is shown the number of girls who were married, and who remained married, as contrasted with those whose marriage had been broken. Since the purpose of this table is to show the number who have had gross marital difficulty at some time, a girl was placed in this category if she had one broken marriage even though this was followed by a second marriage which was still intact at the time of the study. Also considered as a broken marriage

TABLE 166

NUMBERS OF GIRLS WITH AND WITHOUT PROBLEM MARRIAGES

Status	WCTS		DSC		DRG	
	White	Negro	White	Negro	White	Negro
Married; no break	9	3	12	3	8	2
Married; divorced, separated	8	3	4	5	2	5
Married; outcome not reported	1	3	0	0	0	0
Not married	17	10	12	18	5	6
Not in a position to be married	9	2	3	0	0	0
Not reported	2	6	5	3	3	2
Totals	46	27	36	29	18	15

were those cases in which legal separation had not yet occurred, but in which the marriage was obviously very close to final dissolution. For example, in one instance a girl was forced to marry a soldier by whom she had become pregnant. They were only slightly acquainted, and after his return to the armed services she lost contact with him. He did not get in touch with her on subsequent leaves, nor did he write to her. Although no legal steps had yet been taken, the family considered the relationship at an end.

For white girls, the WCTS group showed the largest proportion of broken marriages, while there was little difference between the DSC and DRG groups. The percentages of broken marriages (the outcome of which was known) were 47.8 percent, 37.5 percent, and 41.2 percent, respectively, for the three sample groups. Among the Negro girls the percentages of broken marriages were high for all three groups, the DRG group showing a slightly higher proportion of broken marriages than the other two.

Family Continuity for the Children of the Girls in This Study

Of basic concern to society is the welfare of the children born to parents that have been regarded as mentally retarded. While the data of this study do not permit an evaluation of the social-emotional environment provided by the young married subjects for their children, it is possible to determine the number of cases in which the home had already been broken.

A tally was made of all girls who gave birth to one or more children, and who, at the time of the study, were no longer living with the father of their child. That is, each of these mothers had had at least one child who was no longer living with the natural mother and father. Included are all girls with illegitimate children and all those who had separated from their husbands. This group is contrasted with those girls who were still living with the natural father of all their children.

These figures are presented in Table 167. Thirteen out of seventeen of the WCTS white mothers had children who had experienced a home setting other than with both natural parents. In contrast, the majority of the DSC white girls were still living with the fathers of their children, and in this respect, they did not differ appreciably from the DRG white girls. The majority of the Negro girls in all three groups had children who were not living in a natural home setting with both parents, but this condition was more frequent in both retarded groups than in the DRG group.

It is obvious that for the children born to the retarded girls in this sample normal family continuity was the exception rather than the rule. It can be determined from Table 167 that 66 percent of the mothers in the retarded group had given birth to children who had already experienced disruption in their parental relationship.

Descriptive Categorization of Over-all Adjustment

In an effort to provide a more unified picture of the type of adjustment achieved by the girls, a set of categories was devised which summarized each girl's pattern of achievement and development during the postschool period. The categories were developed on the basis of inspection of the data with the objective of securing a small number of relatively homogeneous groupings. The frame of

TABLE 167

NUMBERS OF MOTHERS LIVING OR NOT LIVING WITH THE FATHERS OF THEIR CHILDREN

Relationship of Mother, Father, and Children	White	Negro
WCTS		
Mother living with all of her children and their natural father	4	3
Mother not living with father of one or more of her children	13	9
DSC		
Mother living with all of her children and their natural father	9	4
Mother not living with father of one or more of her children	6	11
DRG		
Mother living with all of her children and their natural father	3	3
Mother not living with father of one or more of her children	2	4

reference will be made explicit in the definitions of categories given below.

In categorizing each girl's adjustment, greatest weight was given to the final status which she attained during the period of the study.

Following are the categories which were used:

1. Minimally adequate development toward assumption of adult responsibilities: The subject did not have trouble with the law and was not a burden to social agencies or to other relatives. If married, she did her part as a housewife and mother. If single, she contributed appreciably to her own support and showed reasonable stability in her work efforts. Individuals placed in this category were not necessarily outstandingly successful, but they had avoided major difficulties, appeared fairly stable, and were at least meeting the minimum demands of their age-sex roles. Some had already been married and divorced, but such cases were either married successfully a second time or were functioning adequately in their new role as single individuals. They had not become a burden as a result of the break-up of their first marriage.

2. Supported at home; no children: The subject had not worked to help contribute to the income at home, and at the time of the study was living at home in this dependent relationship. She may or may not have helped with the housework. Several girls in this category had been pregnant, either legitimately or illegitimately, but the children were stillborn, and the girl was not living with the father. The picture was not an average or "normal" one, because of the fact that the subject made no progress toward the assumption of adult responsibilities. However, she did not show the complete dependence of those placed in Category 5 below, nor did she show

the unstable behavior of those placed in Category 7. Girls in this category did have some independence and were permitted contacts outside the home.

3. Supported at home with children: These girls had children legitimately or illegitimately, and were living at home supported by parents, relatives, and/or welfare funds. They took care of their of their own children and helped with the housework. The salient feature of this group was the mismanagement which had resulted in their having become the mothers of "fatherless" children (by the age of twenty), dependent for support on relatives, and in some cases, on public welfare. However, it is to their credit that they had not exhibited those gross behavioral difficulties which would place them in Category 7.

4. Poor adjustment on job placement: Three girls of the WCTS group had been placed in homes as "mothers' helpers" and had made a relatively poor adjustment. Their adjustment in these benign and protected settings was such that it is doubtful if they could have avoided serious difficulties had they been placed in a normal community living setting. They were unstable or of quite limited ability. They are not categorized as completely dependent since, as "mothers' helpers," they did contribute to their own support.

5. Dependent at home: Subjects in this category lived in childlike dependence at home, made little real contribution to the management of the home, and were closely supervised in all outside contacts. Were it not for the existence of a stable, protective home, these girls would probably have required institutionalization. Or perhaps, because of the extreme overprotectiveness of the parents, they had had little opportunity to develop the skills that would

enable them to develop toward some degree of self-sufficiency. At any rate, they received what could be termed "custodial care."

6. In an institution for the mentally retarded: This category includes all of those still in an institution for the mentally retarded at the time of the study. Also included is one subject who was released from an institution for the mentally retarded only six months prior to the study.

7. Gross instability or behavioral difficulties: This category includes girls whose adjustment had been quite unsatisfactory from a legal, moral, or mental health point of view. Included in the group are those with prison sentences, those with numerous illegitimate children, those showing irresponsibility regarding their children, those having very poor relationships with adults and peers to the detriment of their total adjustment, those showing psychotic traits, and others who for various reasons were chronically in trouble. A further clarification of the meaning of this grouping will grow out of the detailed description below of the subgroups placed in this category.

8. Not reported: Sufficient information on the basis of which to categorize the girls was not available.

The distributions for the three sample groups in regard to these over-all adjustment categories are presented in Table 168. Only Category 1, Minimally Adequate Development, includes girls whose adjustment is wholly satisfactory from the point of view of what is expected from the average individual of normal mentality. A comparison of the WCTS and DSC groups with the DRG group in regard to the percentages classified in Category 1 reveals that the nonretarded individuals were functioning in accord with such expectations, while the retarded failed to do so to a much greater

TABLE 168

DISTRIBUTION OF GIRLS ACCORDING TO OVER-ALL DESCRIPTIVE CATEGORIZATION OF POSTSCHOOL ADJUSTMENT

Category	WCTS		DSC		DRG	
	White	Negro	White	Negro	White	Negro
1. Minimally adequate development	13 (31.7)[a]	7 (36.8)	20 (66.7)	7 (26.9)	15 (100.0)	10 (76.9)
2. Supported, no children	3	1	0	1	0	0
3. Supported, children	5	1	3	12	0	3
4. Poor adjustment; job placement	4	0	0	0	0	0
5. Dependent, protected	5	0	2	4	0	0
6. Institution for retarded	6	3	1	0	0	0
7. Gross behavioral difficulties . . .	5	7	4	2	0	0
8. Not reported .	5	8	6	3	3	2
Totals	46	27	36	29	18	15

[a] Figures in parentheses indicate percentage of those reported place in Category 1.

degree. One hundred percent of the DRG white girls for whom there is information are placed in Category 1.

In this group of fifteen DRG white girls, eight were married at the time of the study. Of five single girls, one was a college student and four were regularly employed full time. Two had had broken marriages, but were working regularly at the time of the study and were not in any way dependent; one of these had had an illegitimate child but was fully employed and the main support for her mother, who took care of her child while she worked. Thus, in spite of the presence of a child, not only had the latter girl not become a burden, but she had in addition assumed financial responsibility for others.

The DRG Negro girls categorized as showing minimally adequate development represent 77 percent of those rated, and show a similar pattern of self-sufficiency. Of the ten girls, one was a recent college graduate while another was a full-time college student; three were single and employed at regular jobs full time; while two were separated, but were working full time to provide for their own support and that of their children.

It can be concluded that in this sample of girls of average ability the predominate pattern was for the single girls to seek full employment or higher education. Thus, they differed markedly from many single girls in the retarded samples who remained at home and contributed to their own support only by the performance of housekeeping duties.

Of primary interest are the kinds of difficulties which caused subjects to be placed in categories other than Category 1. Each category will be considered in turn.

The five girls in the WCTS and DSC groups in Category 2, Supported, No Children, were still living in this state of dependence for a variety of reasons. One girl had run off against advice and married, and returned home when the marriage collapsed. She was shy and seemed quite dependent on the parents. Another had married very badly and was not supported by her husband, who was apparently quite irresponsible. She seemed content to remain with her parents, her marital situation remaining in an unresolved state.

A third girl had been illegitimately pregnant and had lost the child. Her home was a very inadequate one, and the family unit was made up of her mother and a divorced sister who was living in the home with her two children. A brother was in an institution for the mentally retarded. This girl was of limited ability (Binet IQ, 57). Her low ability and the low socioeconomic level of her home are probably adequate to account for her failure to attempt to secure outside employment.

Another girl had failed on a series of WCTS job placements because of her apparent "laziness" and poor work habits. Her family stated that she refused to work and the social worker felt that she "wants to remain a child in the family relationship."

The fifth girl in this category, a DSC Negro girl, was reported to be an ambitious, industrious girl who had repeatedly sought employment, but without success.

Category 3, Supported, Children, includes those who were no longer living with their husbands. Their failure to work can be explained, in part, by the fact that they had children to care for. However, it has been noted previously that the girls in the DRG group who had children frequently managed to work while making some kind of arrangements for the day-care of their children.

Therefore, it seems probable that some factors other than necessity accounted for the large number of unmarried mothers who remained at home with their children.

Three of the girls in Category 4, Poor Adjustment, Job Placement, appeared to have little capacity to manage their own lives. They were comparable to the girls who were considered as under custodial care at home, or who had remained in the institution. They remained in the community only because they were under close and benign supervision. One of the girls allowed men to take advantage of her, and the placement mother was warned by the police to keep her under close watch. A second girl had had two illegitimate children. Because of her lack of judgment in regard to the opposite sex, she also was under close supervision.

The third girl was regarded as having made a poor adjustment on job placements and was emotionally disturbed, exhibiting temper tantrums, withdrawn behavior, promiscuity, and other evidence of instability. She remained in the community only because of exceptionally understanding placement mothers and close social service supervision.

Categories 5 and 6 include those individuals who had not shown the capacity to take major responsibility for the direction of their own lives. Those still in the WCTS were there either because they had already failed during one trial in the community, or had been judged to be not yet ready for independent existence outside the institution. Those categorized as dependent at home were probably not much more capable than those still institutionalized, but were able to be in the community because parents were available to provide the supervision they required.

In order that the reader may secure a feeling for the types of problems shown by the eighteen girls placed in Category 7, Gross Behavioral Difficulties, a brief description of each girl's adjustment difficulties is presented. The abbreviations in the parentheses indicate sample and racial group membership of each case.

1. (WCTS-W) Erratic and unstable in behavior. Promiscuity leading to pregnancy and a spontaneous abortion. Required constant contact by social service staff in attempt to keep her out of trouble.

2. (WCTS-W) A completely irresponsible, impulsive girl. Promiscuous and poor interpersonal relationships. Described by social workers as a "psychopathic personality." Long police record. At the time of the study she was a fugitive from justice and was wanted in three states.

3. (WCTS-W) Failed in a series of WCTS job placements, primarily because of a continuous series of ill-advised relationships with boys and men. Ignored the demands of reality when they conflicted with her urges for male companionship. She eventually became pregnant. Had shown no real progress toward emotional maturity.

4. (WCTS-W) Satisfactory work on job placement, but removed from one job because of promiscuous relationship with an individual of unsavory reputation. Later disappeared with this same individual. Suspicion that she may be prostituting for him. She was a grossly neglected child and seemed unable to adequately evaluate this relationship because of the emotional satisfaction it seemed to offer.

5. (WCTS-W) Immature, willful, careless about personal appearance. Pregnant by brother-in-law and living with another

married man. Worker states that "entirely ruled by her physical needs." Wants nothing to do with her child. Incestuous relationship with her own father reported.

6. (WCTS-N) Five illegitimate pregnancies. On six months' probation for shoplifting. Social service agency recommends commitment to institution for retarded.

7. (WCTS-N) Promiscuous; two illegitimate children. Poor relationships with relatives. Two of her boy friends are in prison. Missing from home occasionally. Children taken from her by court because of her neglect. Considered incorrigible by parents.

8. (WCTS-N) Engaged in prostitution. Picked up sixty-seven times by the police.

9. (WCTS-N) Unstable emotionally and frequently depressed. Married and separated, husband taking the child with him. At times she openly rejected the child. Has worked little; "tends to just roam about the streets." Poor relationships with family. Under supervision of social hygiene clinic. Suspected of prostituting.

10. (WCTS-N) Incorrigible at home. Promiscuous, illegitimately pregnant. Committed to State Training School for Girls.

11. (WCTS-N) Larceny on two occasions: first, given two years' probation; second, sentenced to prison, one to four years. While living in community she was unmarried and living in hotel with a man.

12. (WCTS-N) Has never worked. Father sought commitment to institution for retarded since he could not control her. Illegitimately pregnant.

13. (DSC-W) Has refused to work. Poor relationship at home. Twice hospitalized as mentally ill. While in her parents'

home at the time of the study she impressed the interviewer as psychotic.

14. (DSC-W) Hospitalized in state mental hospital for five years and at the time of the study.

15. (DSC-W) "Wouldn't and couldn't find work, roaming around, no one knew where." Forced marriage because of pregnancy. Apparently poor relationships with family and little relationship to legal husband.

16. (DSC-W) Hospitalized in state mental hospital during most of postschool period.

17. (DSC-N) Frequently ran away from home. Committed to State Training School for Girls for a period of one and one-half years as a result of promiscuous behavior.

18. (DSC-N) Poor interpersonal relationships with relatives. Frequently truanted from home. Promiscuous relationships. Did not seek employment. Considered incorrigible by relatives with whom she lived. Police contacts as a missing person and for "loitering."

Other Social Difficulties and Problem Behaviors

In Table 169 are assembled a variety of other manifestations of social difficulties which have not been explicitly covered in previous discussions. The difficulties described do not require explanation.

The general trend was for WCTS girls to show the highest incidence of difficulties, followed by the DSC and DRG groups in that order. And, except for the category Maternity Care at Public Expense, the incidence of problems was generally higher among the Negro girls than among the white girls.

TABLE 169

NUMBERS OF GIRLS PRESENTING OTHER SOCIAL DIFFICULTIES AND PROBLEM BEHAVIORS

Difficulty	WCTS		DSC		DRG	
	White	Negro	White	Negro	White	Negro
Serious law involvement[a]	1	3	0	1	0	0
Promiscuity without pregnancy	2	4	1	2	0	0
Recipient of welfare . . .	2	2	1	6	0	1
Maternity care at public expense	6	2	2	0	0	1
Does not provide daily care for one or more of her children	4	5	1	1	0	1

[a] See "Law Observance" Section (Boys) for definition of this category.

Summary

In this chapter the postschool community adjustment of the girls has been described and differences between the various subgroups have been discussed. Following are the most important findings:

1. Many of the retarded girls began the postschool period in family settings other than with both natural parents. Only five out of sixty-five WCTS girls and twenty-eight out of fifty-eight DSC girls lived with both natural parents. By contrast, nineteen out of twenty-eight girls in the DRG group lived with both natural parents. In general, the differences between corresponding white and Negro groups were not striking.

2. As compared to the nonretarded girls, a much larger proportion of the retarded girls worked at unskilled labor and personal services jobs or had never worked. For the white groups, 86.7 percent of the DRG girls worked at jobs classified as "higher skill level," while this was true for only 10.5 percent of the WCTS group, and 14.8 percent of the DSC group. The same relationships were found among the Negro groups.

All of the nonretarded white girls had worked at some time, while 26.3 percent of the WCTS group and 29.6 percent of the DSC group had never worked.

The employment picture was better for the white girls than for the Negro girls. The percentages who had never worked in the Negro groups were as follows: WCTS, 40.0; DSC, 57.7; and DRG, 7.7.

The apparent reasons why the retarded had never worked included early marriage or childbirth, incompetence, disinterest, and emotional disturbances.

3. Pregnancies out of wedlock were more frequent among the retarded as compared to the nonretarded, among the Negroes as compared to the whites, and among the WCTS groups as compared to the corresponding DSC groups. The percentage of girls pregnant out of wedlock on one or more occasions varied from a low of 14.3 percent for the DRG white group to 60.0 percent for the WCTS Negro group.

4. Legitimate births occurred at the highest rate among the DSC groups, next highest among the DRG groups, and at the lowest rate among the WCTS groups. The birth rate for legitimate children during the period of the study varied from a high of 80.8 children per one hundred cases for the DSC Negro girls to 32.4 children for the WCTS white girls.

Illegitimate births occurred at the highest rate among the WCTS girls and at the lowest rate among the DRG girls, varying from a high of 89.5 children per one hundred cases for the WCTS Negro group to 7.1 children for the DRG white group.

There was no difference in rate of illegitimate births between the DSC and DRG white girls.

5. Of the white girls that had been married, the WCTS group showed the largest proportion of broken marriages (47 percent), while there was little difference between the DSC (25 percent) and DRG (20 percent) groups.

For the Negro girls the proportions whose marriages ended in separation or divorce were higher than those for the corresponding white groups, ranging from 50 percent for the WCTS group to 71 percent for the DRG group.

All of these differences must be accepted with caution because of the small number of cases involved.

6. A large proportion of the retarded girls had children but were no longer living with the father of the child. That is, there children of our subjects had already experienced a broken home. For the total retarded group twenty girls had children, none of whom has experienced a broken home, while thirty-nine girls had children with whose father they were no longer living. Thus, these girls were creating broken homes for their offspring at a fast rate. Among the retarded subgroups only the DSC white group showed a reversal of this trend. Nine out of fifteen had not created a broken home for any of their children.

Six out of twelve DRG girls had children who had already experienced a broken home.

7. A set of descriptive categories was developed to characterize the girls' over-all adjustment during the postschool period. Only one category, Minimally Adequate Development, represented relatively trouble-free development toward normal self-sufficiency in community living. There was a marked difference between the proportions of retarded and nonretarded subjects who received this rating. The percentages of white girls so categorized were as follows: WCTS, 31.7; DSC, 66.7; and DRG, 100.0. The corresponding percentages for the Negro groups were: WCTS, 36.8; DSC, 26.9; and DRG, 76.9.

The remaining categories reflected some degree of failure involving prolonged dependence, mismanagement of relationships with the opposite sex, emotional instability, and related factors.

In general, it may be concluded that the WCTS groups experienced the greatest difficulty in adjusting to community life and more frequently engaged in socially unacceptable behaviors. The same appears true for the Negro groups as compared to the white groups.

CHAPTER VI

INTERRELATIONSHIP OF DEVELOPMENTAL RECORD AND OUTCOME VARIABLES—FEMALE

Introduction

For the male subjects, relationships between community adjustment and earlier developmental record factors were investigated using correlational procedures. This approach did not seem advisable with the female groups because of the small number of cases in the various subgroups.

As an alternative, it was decided to select groups of girls that were relatively homogeneous as to type of community adjustment, and to compare these groups on selected developmental record variables.

Selection of Girls with Contrasting Outcomes

The subgroup of WCTS white girls was selected as the group within which to study these relationships. The two subgroups of retarded Negro girls were eliminated for two reasons: (a) the small number of cases and (b) the relative lack of variability in outcome due to the operation of those socioeconomic and cultural factors that have such a great influence on the community adjustment of members of this group. The WCTS white girls were used in preference to those from the DSC sample because of the wider variety of community adjustment patterns in the WCTS group, and also because of the greater fund of information available for the WCTS group as a result of the social service follow-up notes and other case history data.

Three groups of girls were selected from the WCTS white female subgroup: (a) those showing the best community adjustment and achievement, (b) those who remained most dependent and thus appeared least competent, and (c) those who, although apparently competent, adjusted most poorly to community life. Roughly one-third of the forty-one WCTS white females for whom there was adequate information fell into each of the groups. It was decided to use exactly ten cases in each of the three groups in order to simplify comparisons between these groups.

Because of the relatively small number of cases in each group and the exploratory nature of these comparisons, no effort has been made to test group differences statistically. Instead, an attempt has been made to explore the meaning of differences between the groups by closer scrutiny of the case history data on individual cases. Group differences will thus be exploited clinically rather than used to test hypotheses.

Before comparing the groups on developmental record variables, each group will be described in some detail.

1. Girls showing most adequate community adjustment: This group included ten of the thirteen WCTS girls classified in Table 168 in the category "minimally adequate development toward assumption of adult responsibilities." Brief sketches of the patterns of adjustment of these girls are presented as typical for this group. Quotations are from the case history file.

a. Placed first on a WCTS job placement. Later found regular community job on her own initiative. She ". . . has demonstrated her ability to find and keep a job, to manage her own finances with a savings account in reserve, make her own arrangements for suitable housing, and to conduct herself within the bounds of . . . conventional behavior." Ambitious, hard-working, and has ". . . a goal of making a success of herself."

b. In first community job placements subject was described as having been "steady, cooperative, and shown considerable progress in community living." Worked until married. She kept her new home "neat and very clean." Interviewer summarized: "[Subject] seems to be well adjusted and entirely happy in her present situation."

c. Worked steadily until marriage. "Has proven to be more stable than the average teen-ager." In restaurant where she worked as a waitress she was "given the additional responsibility of ordering . . . items for the restaurant, with an increase . . . in her salary. [She is] not only stable, but capable." Marriage satisfactory.

None of the girls had been law violators, none had illegitimate children, and none of them had been in any serious type of trouble. By the time of the study they had all achieved a normal degree of independence and appeared to have settled into a stable pattern of living.

2. Girls showing most serious behavior difficulties: Below are presented, as illustrations, brief sketches of the salient features of several girls' adjustment difficulties.

a. Had a turbulent history in a series of home placements. Given to temper tantrums; was shy and withdrawn. At one time apprehended by police after having spent night in motel with a man who had picked her up. Finally made a good adjustment with very excellent couple in a farm home placement. Since she had little responsibility for management of her own life, there was still a question of her capacity to take care of herself with prudence outside of this protective setting.

b. Unstable and promiscuous. Spontaneous abortion terminated illegitimate pregnancy. Required very close supervision during first three years in community but was still in many difficulties. Married after short acquaintance and later separated.

c. Did not make effort to find a job. Lived in an irresponsible manner; reported to stay up all night, sleep in cars, et cetera. Had an illegitimate child and lived alone supported by public welfare.

None of the girls in this category were known to have achieved a satisfactory degree of responsibility for themselves by the time of the study. Generally, they had had poor interpersonal relationships with those close to them. At least six had been pregnant out of wedlock. A frequent trait in this group appeared to be a strong drive toward male companionship coupled with poor judgment in these relationships. Another frequently observed characteristic of these girls was their lack of interest in work and their irresponsibility about providing for their own support.

3. Girls showing least competence.—This group includes those who had remained in institutions for the retarded or who had returned to

such institutions by the time of the study. Also included were those who were being cared for at home by parents. Girls in the latter category were included only if the chief reason for their state of dependence appeared to be general lack of ability. Since the criteria for inclusion in this group are clear-cut, descriptions of individual cases have not been included.

Comparisons of the Three Groups

Before comparing the three groups on various measures it should be noted that their selection was based solely on the character of their community adjustment. Information regarding their intelligence, achievement, family background, and school adjustment did not play a part in their classification.

One necessary caution should be made relative to the interpretation of comparisons of the three groups. It was not possible to evaluate adequately the community environmental influences to which each girl had been exposed. To an undetermined degree, such influences may account for some of the differences in community adjustment, particularly between the well adjusted and poorly adjusted groups. The presence of this necessarily uncontrolled factor was another reason why statistical testing of these group differences was avoided as an inappropriate refinement.

For brevity the three groups are labeled as follows: "well adjusted," "poorly adjusted," and "dependent."

Measures of intelligence and achievement

Means and ranges for the three groups on measures of intelligence and school achievement are presented in Table 170. On all measures the well adjusted group earned the highest scores, the

TABLE 170

COMPARISON OF THREE FEMALE OUTCOME GROUPS ON MEASURES OF INTELLIGENCE AND SCHOOL ACHIEVEMENT

Variable	Mean	Range
Well Adjusted (N=10)		
1. Last Binet IQ	74.8	49 to 93
2. Last Arthur PQ	90.3	63 to 119
3. PQ minus IQ	15.7	-17 to +40
4. Last reading grade	4.5	2.3 to 6.5
5. Last arithmetic grade	5.3	2.9 to 7.7
Poorly Adjusted (N=10)		
1. Last Binet IQ	69.1	52 to 82
2. Last Arthur PQ	77.1	56 to 101
3. PQ minus IQ	11.8	-9 to +38
4. Last reading grade	4.4	2.7 to 6.0
5. Last arithmetic grade	5.1	3.9 to 9.5
Dependent (N=10)		
1. Last Binet IQ	55.6	41 to 67
2. Last Arthur PQ	60.2	48 to 72
3. PQ minus IQ	4.7	-8 to +17
4. Last reading grade	3.0	0 to 5.9
5. Last arithmetic grade	2.9	1.0 to 4.8

dependent group the lowest, with the poorly adjusted group occupying a middle position.

Although the well adjusted and poorly adjusted groups differed appreciably in IQ and PQ, there was little difference between them in arithmetic and reading achievement. Also, the PQ difference was greater than the IQ difference. Thus, in the area of verbal skills there did not appear to be much difference between the two groups.

The low mean IQ (55.6) and PQ (60.2) for the dependent group are in accord with expectation. These girls had remained dependent and in need of close supervision primarily because they were intellectually incapable of complete self-direction, or at least had been judged to be so by their custodians.

If we assume for the moment that the Arthur PQ reveals an intellectual potential that, for sociocultural reasons, had not been realized by these girls in terms of verbal skills and school achievement, and if we therefore use the PQ as an approximation to a "true" IQ, the group means are quite meaningfully related to outcome. The well adjusted group PQ mean of 90 places this group, roughly, in the average range. The poorly adjusted group mean PQ of 77 approximates the upper limit of mental deficiency, while the dependent group mean PQ of 60 approaches the lower limits of "educability."

The assertion that Binet IQ, a measure relying heavily on verbal skills, is depressed by cultural deprivation needs no defense. Whether PQ scores may be regarded as better estimates of "potential" is less certain. It is apparent in these data, however, that PQ scores seem to show more clearly the differences between the groups and seem to correspond more closely to level of performance in the community than do IQ scores.

It is of interest to examine more closely the characteristics of some persons who did not seem to fit the group pattern, for whatever these cases may teach us regarding factors influencing achievement in the community.

One girl in the well adjusted group had an IQ of 49, a PQ of 72, and reading and arithmetic achievements of 2.3 and 2.9, respectively. She was still living as a "mother's helper" but was doing an excellent job and was well liked by other individuals in the neighborhood. She had attended night school in an attempt to learn to read and write. While in WCTS she was described as "well liked, cooperative, and dependable." The primary reason for her commitment to WCTS was the absence of a normal home with adequate supervision; she had not been a community problem.

Thus her adequate postschool community adjustment stemmed jointly from (a) her qualities of stability, dependability, and good interpersonal relationships; and (b) the fact that her job as a mother's helper was one that did not require intellectual abilities of a high order. However, her employer comments, "After seeing something done once she can take over and do the job well." This comment does not seem descriptive of the learning characteristics associated with an IQ of 49. Perhaps her capabilities were much greater than suggested by the intelligence tests and by her academic achievement. Such a case raises a host of questions of great theoretical interest for which there are few satisfactory answers at present. What were the intellectual factors that permitted her to function so successfully; to "learn" and "retain" so well under certain circumstances? If she was quite capable in certain areas, did the "special education" program utilize these areas of competence to the full in her training?

Perhaps the significant persons in the particular setting in which she lived were unusually talented in their ability to provide support and guidance. Was her seeming competence merely a reflection of her employer's wisdom? What were the specific intellectual demands, from day to day, of her homemaking job?

Finally, in accounting for her competence, how much weight should be given to motivational factors? Perhaps the adequacy of learning and retention, even at low IQ levels, is highly determined by interest, level of anxiety, ability to tolerate frustration, the nature of the individual's self-concept, and other factors usually categorized as motivational or emotional.

Satisfactory answers to all of these questions await the development of a better understanding of intellectual abilities, on the one hand, and the intellectual requirements of the problem-solving situations of everyday life on the other.

The only other individual in the well adjusted group with an IQ below 70 was a girl with a Binet IQ of 60 and an Arthur PQ of 72. She had the next to the lowest reading and arithmetic scores in the group, with grade level achievements of 3.3 and 3.9, respectively. In many ways she presented a pattern similar to that of the girl discussed above. She had not been a community problem but was institutionalized primarily because of the inadequacy of her home. In WCTS she was "found to be one of our more stable girls. . . . Vocationally, she was one of our better workers, requiring a minimum of counsel. She was conscientious and neat on her job and faithful in attendance."

In the community she worked satisfactorily as a "mother's helper," and later, on her own initiative, secured a job as a nurse's aid. She worked well at this job and continued at the job after being married to a hospital orderly. Her marriage appeared quite satisfactory at the time of the study. Regarding her performance in WCTS the comment was made, "This girl has always appeared to be more capable than her measured IQ indicated."

The same questions are raised by this case as by the previous one. It is no reflection on the special training these girls received to suggest that at the beginning of their training they already had valuable assets in their good attitudes and work habits. They functioned well at WCTS in spite of their low intelligence ratings and their failure to show much improvement in academic skills.

A third case in the well adjusted group is of interest because of the improvement she made during the postschool period. This girl had a Binet IQ of 73 and an Arthur PQ of 113. Her early life experiences appear to have been very detrimental to healthy emotional growth. As an infant she was separated from her parents, then reunited with them at age five. She hated her mother and often truanted from home. In public school she refused to cooperate with teachers, attacking them physically when they attempted to restrain her. At WCTS her achievement on her vocational assignments was excellent but she was jealous and temperamental, and it was predicted that she would have difficulty in the community if she was not in an emotionally supportive environment.

In the community she had difficulties of the kind predicted. She failed to adjust to the home of an aunt, and truanted from several placements. Between placements she was returned to WCTS. However, during this period she had weekly counseling interviews with a WCTS psychologist, in addition to her contacts with her social worker. Probably as a result of this support, she settled down, rented her own apartment, secured a job as a cashier in a dress shop, married, and at the time of the study, seemed very happy and successful in her marriage.

In her case there appears to be little question that the psychotherapeutic efforts of the WCTS staff played a significant part in helping her to adjust to community living. Support for this conclusion is to be found in her attitude toward WCTS, revealed in a quotation from the interviewer who contacted her at the time of the study: "Subject praised her school (WCTS). She felt she learned a great deal there, and everyone was very nice to her."

This girl had the third lowest IQ and the highest PQ in the group of ten well adjusted girls. Her PQ of 119 seems more in accord with her level of functioning in the community than does her IQ of 73. Her final reading and arithmetic grade level scores were 5.3 and 7.5, respectively. One wonders whether her relatively low performance on the verbal-type intelligence test and in reading achievement may have resulted, in some manner, from the early disruption in her family life and the subsequent development of overt hostility toward her mother and toward school teachers. Such a cause-effect relationship, if true, suggests the possibility that with early and appropriate rehabilitative treatment she might not have been retarded in any area.

Family background

The lack of stability of the homes from which these girls came can be seen in the answers to two of the questions relating to this area. If it is asked how many of the ten girls in each group had lived continuously with both natural parents up to the time of their placement at WCTS, the answer is as follows: well adjusted, 0; poorly adjusted, 2; and dependent, 5. For the item which asks whether the subject had spent more than half of her preadmission life with both natural parents the corresponding figures for an affirmative answer are: 3, 5, and 6.

The same general trends were apparent in all of the items relating to the stability and quality of the subject's home: there was a slight tendency for the well adjusted group to show the greatest family disruption and pathology, and the dependent group the least. However, a reading of the actual case history data for the well adjusted and poorly adjusted groups did not reveal any really significant differences between the family backgrounds of the two groups. Separations or divorces occurred in almost all cases, and many parents were promiscuous, alcoholic, psychotic, or extremely inadequate in some way.

If the stability which girls in the well adjusted group had shown is to be explained in the conventional manner—that is, on the basis of more favorable home backgrounds—the factors which made their homes better environments were not apparent in the case history files.

There was, however, one rather indirect bit of evidence suggesting that the girls in the well adjusted group may have come from more supportive homes. A determination was made of the number of letters per month which each WCTS resident received. For the total of thirty girls being considered here, the average was approximately two letters per month. Below are shown the numbers of girls in each group receiving two or more, and less than two, letters per month.

Group	Two or More Letters	Less Than Two Letters
Well adjusted	7	3
Poorly adjusted . . .	3	7
Dependent	4	5

There is also a similar trend for the well adjusted group to have had more visits to their community "home" during their period of residence. This continued contact may indicate that the well adjusted group had established better relationships with parents or parent substitutes than had the poorly adjusted group.

It has been shown before that the girls in the dependent group were the most severely retarded. As might be expected, these girls tended to come from more stable and supportive home backgrounds. It was noted above that five girls, or half of the group, had lived continuously with both natural parents. The fact that they received relatively few letters is probably due to recognition by their parents of their inability to read or write during a major portion of their period of residence.

Social emotional adjustment

Do the girls in the poorly adjusted group show personality disturbances and social maladjustment in their earlier life histories to a greater extent than do the girls in the other two groups? To answer this question, measures taken from the period of WCTS residence were used as a sample of the preoutcome life adjustment of the girls because of the relative richness of the data available for this period of their lives.

The first measure used was the rating "Adjustment During First Year of Residence." (See Chapter IV for descriptions of this variable and the others which follow.) The distributions for the three groups are presented in Table 171. While these results were in the expected direction, the differences were not great. More clear-cut differences are apparent in the rating "Total Adjustment Adequacy in WCTS." The distributions for these ratings are presented in Table 172. Here the differences were quite marked. Nine of the well adjusted girls secured ratings on the "healthy" side of the scale, while this was true for only four of the poorly adjusted group.

As has been described earlier, the emphasis in this rating was on the emotional maturity of the individual as reflected in the quality of his interpersonal relationships. Thus, those girls who did well in the community demonstrated superior interpersonal relationships and emotional maturity during their period of WCTS residence.

A third rating which, in part, reflects social-emotional maturity is to be found in the item "Predictive Rating." The distributions for the three groups on this scale are presented in Table 173. Of course, in arriving at a predictive rating of success in the community, the judges who read the records were influenced by intelligence and achievement as well as by emotional maturity. It is apparent from these ratings that the judges were able to predict community adjustment with a fair degree of success, even though their acquaintance with the subjects was second hand; i.e., through a reading of the case history.

Another variable which was highly correlated with community success in these three groups was the rating of achievement in

TABLE 171

DISTRIBUTIONS OF THREE FEMALE OUTCOME GROUPS ON ADJUSTMENT DURING FIRST YEAR OF RESIDENCE AT WCTS

First Year Adjustment Rating	Well Adjusted	Poorly Adjusted	Dependent
Good	3	1	2
Fairly good	5	5	5
Fairly poor	2	3	2
Poor		1	1

TABLE 172

DISTRIBUTIONS OF THREE FEMALE OUTCOME GROUPS ON TOTAL ADJUSTMENT ADEQUACY AT WCTS

Total Adjustment Rating	Well Adjusted	Poorly Adjusted	Dependent
Healthy adjustment	4	1	2
Tends toward healthy adjustment	5	3	5
Tends toward unhealthy adjustment	1	4	3
Unhealthy adjustment		2	

TABLE 173

DISTRIBUTIONS OF THREE FEMALE OUTCOME GROUPS ON THE PREDICTIVE RATINGS

Predictive Rating	Well Adjusted	Poorly Adjusted	Dependent
1 success	4		1
2	6	3	1
3		1	1
4		1	2
5 failure		5	5

manual activities situations. This rating, as described elsewhere, was a five-point rating of achievement in the handwork classes based on reports written by the teachers at the end of each semester. The distributions on this variable are presented in Table 174.

Again, ratings on this measure were determined by the child's ability and by his attitudes and adjustment to the class situation. The differences between the groups were quite pronounced, half of the well adjusted group being rated as "above average" or better, while only one of the poorly adjusted and none of the dependent group were so rated.

Summary

In this chapter the relationship between the early history and later community adjustment of the girls has been explored by the comparison on developmental record items of three groups differing in the quality of their postschool achievements.

Following are the most important findings:

1. Girls showing the most stability and competence—the well adjusted group—tended to have the highest Binet IQ's and Arthur PQ's. The Arthur PQ scores appeared most discriminating, the mean scores for the three groups being: well adjusted, 90.3; poorly adjusted, 77.1; and dependent, 60.2. The predictive value of the Arthur PQ, and of the difference between PQ and IQ, parallels a similar finding for the retarded male groups.

There was considerable overlap in intelligence test scores for the three groups. Several cases of girls who functioned well in spite of low measured intelligence were presented. These girls

TABLE 174

DISTRIBUTIONS OF THREE FEMALE OUTCOME GROUPS ON ACHIEVEMENT IN MANUAL ACTIVITIES CLASSES

Achievement Rating	Well Adjusted	Poorly Adjusted	Dependent
Excellent	2		
Above average	3	1	
Average	5	8	2
Below average		1	5
Poor			3

appeared stable, cooperative, and hard-working during their period of special training.

The well adjusted and poorly adjusted groups did not differ appreciably in the level of their academic achievement, both groups averaging at approximately the 4.5 grade level in reading and the 5.0 grade level in arithmetic. The dependent group was relatively inferior, with mean reading and arithmetic scores at the 3.0 and 2.9 grade levels.

2. Most of the girls in all three groups came from broken homes. Only seven of the thirty girls had lived continuously with both natural parents, and five of these girls were in the dependent group. It would be reasonable to assume that the well adjusted girls would tend to come from better home backgrounds than the poorly adjusted. The only evidence in support of this assumption was the finding that the well adjusted group received more letters while in WCTS and paid more visits to their homes than the poorly adjusted group, suggesting stronger family contacts. It was concluded that the factors of prime importance in determining the quality of a subject's home environment, and later social-emotional stability, were not adequately reflected in the gross indices of family pathology available in this study.

3. Social-emotional adjustment of the girls during WCTS residence was found to be highly related to adjustment in the community. On a rating of the adequacy of total adjustment at WCTS, nine of the ten well adjusted girls were rated on the adequate end of the continuum, while this was true for only four of the poorly adjusted group. Similarly, on a five-point scale predicting success in the community, in which a rating of 1 indicated success, all ten

of the well adjusted girls received ratings of 1 or 2, while this was true for only three of the poorly adjusted girls. While the Predictive Rating was based in part, no doubt, on intellectual ability, the marked differences between the well adjusted and poorly adjusted groups cannot be explained on this basis alone.

CHAPTER VII

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

Summarization of the results of a normative survey research is difficult. First, there is the possibility that it may become just a restatement of the many—in the case of this study, hundreds—of individual findings. Second, there is the danger of omitting altogether some items which certain readers may consider of more importance than many of those discussed. Third, in this report, data on individual areas and separate groups have, for the sake of coherence, been presented in different sections or chapters. As the implications and recommendations derived from many of these are identical, summarization on a section or chapter basis would result in much repetition.

For these reasons this chapter is organized on the following plan: (a) major findings derived from the data are presented, (b) certain of the data upon which the findings are based are presented or referred to by page or table number so they may be examined, and (c) specific recommendations are made which bear upon the original findings.

Major Findings

Many subjects in this study were not effectively identified as mentally retarded and placed in special facilities at an early age

As may be noted from Table 6, 105 of the DSC children were ten years of age or older when first referred for special testing. Of these, over one-third had attended school only in Detroit, and eighteen others had entered the Detroit system by the end of their eighth year. The mean age at referral was 121.9 months.

Table 7 indicates that the mean age at entry into special classes was 137.5 months, thus indicating a mean delay between referral and placement of 15.6 months.

Table 9 indicates the number of persons in the DSC sample who repeated individual terms in the regular grades. As an example, forty-six persons spent two semesters in grade B-1 and forty spent two semesters in grade A-1. Thirty-three persons spent three semesters in grade B-1 and thirteen spent four semesters here. Many children, of course, repeated grades at several levels.

Causative factors of late placement in special classes are many:

1. The regular grade teacher, too often with little or no training in special education, may not recognize retardation as present until repeated grade failures have indicated a problem of some magnitude.
2. Even after such a condition is suspected and the case is referred for special testing, limitations imposed by the size of the examining staff may prevent scheduling of this service for some time.

3. Further delay may be caused by this same limitation, as psychometric testers must be scheduled for a limited time, depending upon individual school and city-wide case loads, in each school building. This may make it impossible for them to test all cases for whom such service has been requested. In this situation, the tester and administrator must make a selection, based upon observed and recorded behavioral symptoms of retardation and maladjustment, from the group for whom testing is indicated. Those not tested at the scheduled time may be tested later, or not at all, depending upon tester case loads and the number of openings occurring in special classes.
4. As a result of a prevailing philosophy in Detroit, many subjects referred for special testing are recommended for "continued trial in regular grade."

This is completely justifiable in many instances, and some individuals so recommended adjust to the extent that they are never assigned to a special class. However, in view of the situation discussed in the preceding paragraph, it would seem worth while to have more data as to the quality of these adjustments, and as to whether certain of these individuals might not have made a more satisfactory adjustment in a special class facility.

Those of this group who were again referred for special testing, and finally recommended for, and placed in, special classes, must have originally been either the subjects of diagnostic errors, or have later shown regression in mental capacity or behavioral characteristics, to the extent that a new recommendation was necessary. In either case, a special class program might well have been a more suitable environment than the one to which they had been returned during this trial period.

5. After a subject is finally tested and recommended for placement, such placement may not occur for some time. The waiting list for special class placement in Detroit,

during the period the subjects in this study were attending school, is noted in Chapter I as having numbered about seven hundred.

Recommendations.—If early identification of the mentally retarded and their prompt placement in special classes is our goal, the following recommendations are in order:

1. Regular grade teachers should be better trained so they may more promptly identify and refer those cases which show symptoms of possible retardation.
2. More prompt and effective routine screening procedures should be established so that children do not need to fail repeatedly before remedial action is taken.
3. The psychometric testing program should be staffed to the extent that exploratory testing of referrals may be done without delay.
4. There should be a re-evaluation of the basic standards which determine, in individual cases, whether the recommendation following psychometric testing should be for further trial in the regular grades or assignment to a special class.
5. Special classes should be established in sufficient numbers so that children may be placed promptly after such action is recommended.

The average length of time subjects in this study remained in a special program was relatively short

This finding is, in a sense, a corollary of the previous one, in that the length of stay in the program was often conditioned by the difference between the time a child entered and his sixteenth birthday.

The mean length of stay in the Detroit program was 7.5 semesters, or somewhat over three and one-half years (Table 10, p. 44). The mean effective residence time in the Training School was 52.2 months, or somewhat over four years (Table 13, p. 49). The amount of time spent in these programs thus, on the average, approximated but one-third of the five through fifteen age period.

Further discussion and recommendations which pertain to this variable will be found in other portions of this chapter.

A number of the subjects of this study are still in institutions for the retarded, or in positions of dependency in their community settings

Tables 91, 118, 140, 158, 159, 160, 161, 163, 168, and the text that accompanies them, provide data on various aspects of institutionalization and dependency under which some of the subjects of this study were living. Since it appears unlikely that many of these individuals will ever be able to assume complete responsibility for themselves, the question is raised as to whether they should have been included in special programs for the educable retarded child. Each school or training institution must necessarily answer this question for itself.

Recommendations.—However, if the wish is to exclude this type of individual from special programs of the nature examined in this study, two recommendations are in order:

1. A research program should be initiated which will determine the extent and character of previous diagnostic and prognostic failures.
2. More complete and intensive dianostic and prognostic procedures should be instituted in order that the necessary

> measures might be taken to insure that these evaluational functions become more precise indicators of the subjects' future operational abilities in the community.

If, on the other hand, it is decided to provide public school or institutional education for those of marginal capacity, the following recommendation is in order:

> 3. A program should be instituted for these children which differs in its aims and procedures from that provided for the child who is expected at a later date to achieve independent status in the community.

A majority of the subjects in this study failed to progress academically, as measured by achievement tests, at a rate consistent with their apparent intelligence

Table 28, page 72, presents data for the DSC and WCTS groups on average grade gain per year in arithmetic and reading. It will be noted that some children failed to make any progress in one or the other of these academic subjects (the actual number of cases involved was twenty-four for the DSC group and twenty-one for the WCTS group, of whom ten Detroit and nine institutionalized children made no gain in either subject). It will be further noted that a minimum of 34 percent (WCTS arithmetic—68 cases) to a maximum of 46.5 percent (DSC reading—93 cases) failed to achieve an average gain of more than .3 grade per year.

If we have any expectancy that children, even though retarded, should achieve academically somewhat in relation to their mental age (Johnson, 1958, p. 114ff.), these data indicate a need for individual diagnostic examinations of children who do not so achieve, and perhaps a review of the academic learning program and procedures as they relate to these children.

Recommendations.—

1. It is recommended that screening procedures be developed in the special classes which will insure the identification of children who are not achieving in harmony with their mental age potential. This may involve greater consistency in the use of present measures, or the use of other measures which are more precise in their application to a retarded population.
2. It is further recommended that remedial programs be instituted for those children whose achievement fails to match their potential. These programs would necessarily involve, in addition to the usual remedial techniques, appropriate psychological diagnostic evaluations, social case work, and medical or psychiatric service where indicated.

It has been pointed out in another section that children who do not achieve according to their potential are more often delinquent (the data also indicate that they more often have adult police records) and are more often failures in armed service. It would be interesting to determine whether, if proper diagnostic and remedial services were instituted early enough, these findings could be modified.

Some of the retarded had physical defects which remained uncorrected year after year, and they were reported as having physical defects or illnesses which caused a vocational problem more often than the nonretarded

Table 76 presents data on the number of persons who had some specific physical defect which remained uncorrected over an extended period of time.[1] Fifty-five individuals were noted as having the same defect checked twice, and thirty-six were noted as having an identical defect checked three times. Others had the same defect checked four, five, six, or seven different years.

In some of these cases we can reasonably assume that the school did not assume the leadership function which it might have taken in securing corrections. In other cases, the clinical files carry notations of many attempts by school or public health authorities to secure cooperative action from the parents.

In either case, children went without the benefit that might have been theirs had the defects received the required medical attention, and there is probably no way to measure the feelings of inadequacy and of being neglected, the constant sapping of energy and "will to produce" that were caused by multiple—even if minor—correctible defects.

A comparison was made between the DSC and DRG white males as to defects that caused vocational difficulty. These data are reported on page 158 and in Table 78, and indicate a much more severe problem among the retarded.[2]

---

[1] The physical screenings were made at approximately the same time each year. A person could theoretically have had an uncorrected defect only one year, then, and still be checked twice. However, we may assume that this situation was not general.

[2] Some qualification must, of course, be accepted on these data, first due to the small number of cases, and second, due to the possibly different reactions to a specific measure of defect between an average and a retarded subjects. The important point remains, however, that the defect was viewed as a handicap.

In summary, this study has shown that the retarded subjects had numerous physical defects, many of which remained uncorrected over a period of years. It has further shown that over one-third of the retarded white males were reported as having physical defects that caused difficulty in their vocational life. Only 7.3 percent of the average youth reported such defects.

Recommendations.—

1. It is recommended that intensified efforts be made through the regular channels available to all school personnel to gain parental cooperation in the prompt correction of physical defects.

Public relations and parent education efforts should be centered on prevention and on the imperative need for early and intensive medical treatment to prevent new, and reduce residual, handicaps.

2. It is further recommended that a permanent record be maintained on each special class child, noting any defects requiring attention and further noting what action or actions were taken to secure correction—e.g., "note to parent," "home call," "turned over to school nurse," et cetera. These reports should become as much a part of the subject's record and be kept as up to date as are his attendance and academic grade data, and should be reviewed periodically, as the others are, with the parents.

Pertinent to the purpose of maintaining such a record is referral of the case, with full supporting data, to other social agencies charged with responsibility in the health area, whenever it becomes apparent that cooperation is not forthcoming from the parents. Mental retardation, of itself, is a sufficient handicap. The school should do everything in its power to prevent other handicaps from developing or going untreated.

> 3. A third recommendation is to include a strong program in health instruction in the later years of the school program. This program should include information on prevention, but it should also strongly emphasize the need for correction or cure for illnesses and defects, and it should be specific as to ways and means of securing corrections. Trite advice to "see your doctor" is not enough. Such a program might well have as one of its goals the selection of a personal physician by all children (and/or their families) who have not previously had one, and the securing of an initial complete physical examination and action on correctible defects.

Verbal and performance intelligence test scores proved relatively highly related to level of adjustment in the community

For the retarded girls it was found that groups differing in the quality of their community adjustment differed in both Binet IQ and Arthur PQ scores (Table 170). For the boys in the WCTS sample both Binet IQ and Arthur PQ were among the three developmental measures most highly correlated with the measure of postschool vocational achievement (Table 147). In the factor analysis Postschool Work Record had its highest loading on a factor of general intelligence (Table 146).

In regard to postschool law observance, measured intelligence also played a part. In the factor analysis for the WCTS males Postschool Law Record had its highest loading on a factor which involved particularly the Arthur PQ and its relationship to Binet IQ (Table 146). The relationship between the two measures of intelligence apparently reflects in some way a behavioral variable relating to social conformity. Bijou (1942) has postulated a trait of "behavioral efficiency" which is tapped by the difference between scores on these two tests.

In the Detroit Special Class male groups the intelligence test used—the DLA—did not prove as highly related to later vocational achievement; its correlation with Postschool Work Record was only .20 (Table 150). This was explained as primarily due to the homogeneity of the DSC group in regard to level of intelligence.

While in the WCTS data the correlations of IQ and PQ with vocational achievement (.46 and .43) were not high in terms of the variance accounted for, they were surprisingly high compared to other variables used. In the Predictive Rating, for example, the raters attempted to predict community success on the basis of the entire body of information available in the case files, including measures of IQ. This Predictive Rating correlated .43 with outcome. Thus, a single test score proved as highly related to later work history as did a predictive judgment based on the individual's past and present performance in school and in the community.

It was observed in Chapter VI that the Arthur PQ discriminated more clearly between the well adjusted, poorly adjusted, and dependent groups of girls than did the Binet IQ. This measure of intelligence, based on performance-type items, seemed to reflect in part the capacity for conformity to accepted modes of behavior. This paralleled the finding for the WCTS males to the effect that the relationship of PQ to IQ is correlated in some manner with behavioral stability.

The usefulness of the PQ measure in this study is dwelt upon at some length to emphasize the need for a wider range of objective measures of mental ability. Earlier there was presented the case of a girl who performed at a much higher level than would have been predicted from her Binet IQ of 49. Obviously, in her case, there is much that we should like to know about the structure of her mental capacities. To increase our understanding it will be necessary to evaluate objectively, and much more thoroughly, the individual child's limitations and potentialities.

At present the average child in a special education program may be tested for only one or two hours per year of training. It would seem reasonable to suggest that the testing time be increased many-fold. It is unreasonable to expect that a one-hour sampling of behavior should serve as an adequate guide to a thousand hours—or more—of special training.

While many tests are presently available, there is a need for much better instruments of evaluation, and research should be directed accordingly. A better understanding of the nature of mental abilities is also a high priority research task, and will develop hand in hand with a more thorough assessment of the learning and problem-solving characteristics of the individual. The implications for the school, and for special education in particular, are obvious.

Recommendations.—

1. A more complete and more comprehensive battery of tests should be used in diagnostic evaluation.
2. Specific programs should be developed which will insure that teachers can interpret and utilize to the highest degree the reports and procedures recommended for each child as a result of such evaluations.
3. Encouragement and support should be given to research in the development of better understanding of intellectual functioning and the measurement of performance potential.

The armed service records of the retarded subjects were poorer than those of the average group, and in over one-half of the cases, discharges were for lack of aptitude or unacceptable behavior

Data on rank, ratings, awards, offenses, and types of discharges received by the retarded subjects who served in the armed forces were presented in Tables 121 through 129. These data indicate that while some of the retarded had the requisite abilities and character traits which insured good armed service performance, the majority failed to meet the standards imposed, either through incompetence or unacceptable behavior, and were accordingly discharged.[1]

In the section dealing with this subject it was mentioned that recommending enlistment in the armed forces for a retarded subject might be a questionable procedure and should be done only after due consideration of each individual case. But upon what factors should such a consideration be based? Data in this study can only suggest an area for further investigation, but a review of the individual records on these boys indicates that the DSC subjects who received discharges reflecting behavioral difficulties were more often in the 70 to 79 IQ range than below, more often below 3.9 in reading achievement than above, were more often characterized as hyperactive, more often than not recognized as school truants, generally had a juvenile delinquency record, and had generally received low ratings in sociability.

---

[1] Because of the numbers involved, this statement would remain correct, even if all those still in the armed services at the time of study received Honorable or General under Honorable Conditions discharges.

The individuals who received Honorable discharges or Honorable under General Conditions discharges, without a notation of low performance potential or low aptitude, were more often in the IQ range below 70, but generally exceeded in reading attainment the group discharged because of behavioral difficulties; were not as frequently rated as hyperactive, or truant; were infrequently delinquent; and were rated at or near the top of the scale in sociability.

Two characteristic profiles emerge. The boy who was successful in the armed services had an “average IQ for his group, but exceeded the more intelligent boys in academic achievement. He also exceeded most of his classmates in sociability, and did not have a record of truancy or delinquency. On the other hand, the boy who was behaviorally unsuccessful in the armed services had a higher IQ, but did not use his ability to advantage in learning. He was truant, and/or delinquent, and near the lower end of the scale in sociability. In other words, he continued to manifest characteristics in the armed forces which he had already manifested in school.

These data, as introduced here, represent but a small number of cases (twenty-six). However, they suggest an area in which caution as to counseling should be applied, and certainly delineate an area in which research is needed. In most schools a group such as the armed forces failure group described above is easily recognizable. To recommend that they join the armed services “to straighten them out” is doing benefit to neither the armed services nor the subjects. But in what areas can they succeed? What would have prevented their truancy and delinquency? What would insure that they use the intelligence they have to greater benefit, as did those subjects with lower IQ's who were successful in armed service life?

Recommendations.—

1. It is recommended that school personnel abstain from recommending armed service enlistment for retarded subjects who show the failure characteristics described above.
2. It is further recommended that school systems and individual schools, where possible, undertake a program which will more clearly define the group of individuals who show relatively high intelligence but low achievement, who are restless, impulsive, truant, and delinquent, and who do not get along well with their age mates, in an attempt to determine individual and group etiologies and to institute preventive and curative programs. From their relative intelligence and degree of activity, we would expect this to be a group with a high potential for success if, through the education and training program, that potential was channeled in the right direction.

Many retarded subjects experienced long periods of unemployment, left jobs for poor reasons, or were discharged because of poor behavior

Data have been presented in Table 93 which indicate that over one-half of the retarded subjects who were working at the time of interview had held their present jobs for twelve months or less. In view of the fact that only 18.2 percent of the average (DRG) group was in this category, this indicates a comparatively high degree of job instability on the part of the retarded.

Tables 98 and 99 indicate that only slightly over one-half of the retarded subjects who had over twelve months of job-available time since they were eighteen, had worked more than one-half of their free time.

Table 105, which includes the total male sample, indicates that of those who were on the competitive labor market at all, 106 of the retarded sample subjects had been unemployed for over one year, and 54 for over two years. The contrast between the retarded and regular grade subjects is very evident on this variable.

Table 116, which combined both percentage of time worked and average wage earned into a single measure, indicates that less than 45 percent of the total white retarded group, and about 20 percent of the Negro retarded group, attained to the highest of three levels of vocational attainment.

The text accompanying Tables 119 and 120 indicates that about one-third of the jobs the retarded held were left for reasons which seem unacceptable, and that about one-third of the subjects had been involved. The latter figure gains more significance when we understand that it means that one-third of the boys quit or were discharged for unacceptable behavior within a period of two to five years, at most.

These data, and the supporting test where they are cited, indicate that the retarded have difficulty in finding jobs, and difficulty in keeping them, far in excess of what the nonretarded experience.

Data in another area of this report indicated that age sixteen was the age at which subjects most frequently left the special programs. In view of the fact that these young people, by any standard, are most desperately in need of all the behavioral and vocational skills they can acquire, it seems appropriate to ask whether the best interests of society are served by allowing them to leave, at will,[1] at such an early age.

---

[1] This may not always be technically correct in regard to the WCTS, but operationally, it is approximately so.

The significance of unemployment figures becomes greater when viewed in the light of this early age of entrance into the community. It must also be remembered that most of these youth who go into the community at age sixteen are, in a very real sense, unserved by any community agency that gives guidance and vocational counseling, or that assists in job-finding and supervision upon the job.[1]

Present agencies which serve in these areas are oriented toward placement of the nonretarded, and though some of them accept the retarded in their case load, their experiences indicate the need for special services which cannot be offered under their present organization and financing.

Recommendations.—

1. It is recommended, in connection with the Detroit Public Schools Special Education Program, that serious consideration be given to the development of a service which will operate in the following manner: (a) each subject to be maintained in a special school program, after age sixteen, either on a full-time or part-time basis, until he secures or is placed in a full-time job; (b) each subject to receive the benefits of job placement, on-the-job training and follow-up, and counseling; and (c) if at any time the subject loses his job, he be returned to the school program, at least until the age of eighteen, and additionally thereafter so long as it is mutually agreed by the school

---

[1] The WCTS Social Service Department functions to a limited extent in this area—finds "mother's helper" placements for girls without families, and farm placements for lower grade boys, but due to case load, its services are necessarily limited. It maintains no staff for the single purpose of vocational counseling, job-finding and placement, and on-the-job follow-up.

authorities and the subject that such return is beneficial to him.

2. It is recommended, in connection with the Wayne County Training School program, that serious consideration be given to the establishment of controlled living environments in the community, not only for the reasons given above, but additionally in order to provide for their pupils a gradual transition from total institutionalized dependency to independent community living. In this setting, the same services as outlined for the DSC subjects should be rendered.

It should not be necessary to indicate that such programs would require housing, actual vocational training equipment, and operating personnel of a high order.

3. In lieu of these programs, and as an irreducible minimum, it is recommended that these institutions assign highly qualified personnel to the sole functions of job-finding and placement, follow-up, and counseling and guidance of their graduates.

Such procedures would be expensive. The present procedure, allowing children who most need special help and training, to go into the community with the least training, no help, and after the shortest school stay possible, also seems expensive in terms of unemployment, dependency, and the evils which are usually attendant thereto.

A considerable percentage of the retarded subjects, as indicated by official records, failed to abide by the law

The percentages of retarded male subjects who had a juvenile record varied, in the four subgroups, from 32.5 percent to 79.4 percent (Table 79). In the adult period these percentages ranged from 31.3 percent to 70.6 percent (Table 130). For each period three of the four groups had close to, or over, 50 percent of their members in some difficulty with the law.

From the point of view of the seriousness of the offenses, reference can be made to Table 139. Here it can be seen that in the postschool period the percentage of boys in "serious" difficulties in the four groups were as follows: WCTS-W, 27.8 percent; WCTS-N, 53.1 percent; DSC-W, 14.9 percent; and DSC-N, 31.9 percent. It should be remembered that boys regarded as in serious difficulty had been charged with ten or more offenses, been sentenced to "jail or probation" on more than one occasion, been sentenced to a total of more than two years' probation, or been sentenced to prison or correctional school. Thus, the problem of law violation in the retarded groups is a serious one.

The present study is not concerned with the causes and cures of delinquency. However, several findings reported earlier are of relevance to special class programs. In terms of the obtained correlation coefficients, the best single predictor of postschool law observance was a measure of the individual's difficulties with the law prior to age sixteen. In addition, the boy who was to become a law violator during the postschool period was generally poorly adjusted to the special training program, showing a pattern of hostility to adults, aggressiveness toward peers, and general nonconformity to school routines (Tables 148 and 154). These findings suggest that it should be possible to identify a large proportion of the children with a potential for later delinquency while they are still in the special programs.

No efforts will be made here to enumerate the many approaches which might be taken to reduce the delinquency rate in these groups. However, findings such as those reported here remind us that our programs for the retarded must be balanced programs: that they must include provision for the child with delinquent tendencies, and the child with emotional disturbances. Perhaps the special features of programs which have been developed for the disturbed child should be incorporated into programs for the retarded.

The fact that children in programs for the retarded show all of the kinds of disturbances and pathologies that are found in children with average intelligence means that the special class teacher should have a thorough grounding in the normal and abnormal psychology of the child. Such understanding, of course, must be planned for by the university training centers for special class teachers. It is their task to counter the natural tendency to see the retarded child's behavior as resulting from a single cause, that of mental inadequacy.

Recommendations.—It is recommended, therefore, that training centers for those entering the field of special education of the retarded, plan programs that will develop workers who will have a broad understanding of human behavior, and who thus will be able to perceive the retarded child as one who shares with the rest of humanity the potential for frustration, conflict, and failure, as well as the possibility of self-realization and happiness.

A large proportion of the girls in the retarded groups had serious difficulties in their relationships with the opposite sex during the postschool period

The percentage of retarded girls who had been pregnant out of wedlock varied from 25.9 percent to 60.0 percent in the different groups (Table 163). By contrast, illegitimate pregnancy occurred among only approximately 15 percent of both average groups. Similarly, of fifty-nine retarded girls who had children, thirty-nine were no longer living with the father of one or more of their children (Table 167). Other girls were promiscuous although managing to avoid pregnancy (Table 169).

As a result of their lack of prudence, many of the girls lived at home with their children, still dependent for support on parents or relatives (Table 168), and had never been gainfully employed (Table 159).

There are no doubt many causes for the inability of many of the retarded girls to conform to societal standards in this area, and for their poor judgment in the selection of a mate. The data of this study were not such as to delineate clearly the forces at work. However, the extent of the problem has been demonstrated.

What can be done to improve this situation? First, it is apparent that many girls—certainly a majority of those girls who had been institutionalized—require continued, close supervision during the postschool period. No doubt the family and neighborhood settings to which the girls return are frequently conducive to undesirable sexual behavior. Thus, an effort to control the social milieu in which the girl spends her early postschool years would appear to be a major task of supervisory follow-up.

Secondly, it is relevant to ask what can be done in the training programs to develop good judgment in relationships with the opposite sex. While this type of training is traditionally regarded as primarily the responsibility of the home, other agents of the culture must take responsibility when the home stands in default.

Recommendations.—

1. **On the basis of this discussion, it is therefore recommended that community agencies plan for closer supervision of retarded girls during the late adolescent period, and that a major aspect of such supervision should be guidance in regard to the girls' relationships with the opposite sex.**
2. **It is also recommended that efforts be made within the school and institution training programs to develop a program which will enable the retarded girl to avoid major pitfalls in the area of sexual relationships during her early postschool life.**
3. **Further, it is recommended that serious attention be given to follow-up programs designed to help the retarded girl achieve a modicum of independence through gainful employment. Vocational training and placement may be as effective a weapon against unwise marriage and unfortunate motherhood as more direct approaches to this problem.**

Differences between the racial groups were apparent in every area of the study, perhaps most significantly in the character of their postschool adjustments

In regard to postschool outcome, it can be said that, in general, the white groups in all three samples had fewer problems and achieved at a higher level, the only exception being that the DRG Negro girls in general showed a postschool achievement record running parallel to that of the DRG white girls in almost all respects. See Tables 158 and 159.

The subcommunities in which most of the Negroes in the samples lived received the lowest ratings as to socioeconomic status. These areas showed the greatest incidence of social pathologies of all kinds. It is not surprising, therefore, that in this study a

sizable proportion of the regular grade Negro males, as well as the retarded, experienced major difficulties in postschool community adjustment. Thus, it was found that 28.0 percent of the DRG Negro males were rated as having had serious law involvements, whereas this was true for only 4.9 percent of the average white males (Table 139), and that 31.8 percent of the average Negro males had poor work records as compared to 7.3 percent of the corresponding white group (Table 137).

It is difficult to see how special programs for the retarded, by themselves, and through their particular rehabilitative methods, can overcome those special environmental handicaps in postschool achievement which the Negro children experience. The problem is a broad community problem having to do with housing, job opportunities, overcrowding, and a host of factors related to socioeconomic status and interracial tensions.

However, there is something which can be done in the school setting. One of the concommitants of lower socioeconomic-racial status is relatively poor motivation for learning in the school situation. In the present study this is shown in the various ratings of adjustment to the special programs, the Negro groups being rated as relatively poorly adjusted in school. A central problem for special educators, therefore, involves the development of procedures and programs designed to produce wholesome motivation, and to overcome these socially conditioned resistances to school learning. Before serious changes in this direction can be made, it will be necessary to determine (a) the needs and drives in the individual which run counter to the purposes of the school program, and (b) the positive motivational forces which may be exploited by the training programs.

Only when motivational factors in the socially depressed groups are more clearly understood will it be possible to fashion school programs in which optimal drive for learning will exist. When faced with the openly resistive or disinterested student the teacher or school administrator should ask: What does the child want? And is there any appropriate way that I can provide this for him in the school setting? Can I find drives which can be redirected to the necessary tasks of education and socialization?

Recommendations.—

1. It is specifically recommended that those charged with the development of school programs seek in every way possible to plan curricula and programs based on a realistic appraisal of the needs, interests, and aspirations of the type of child of low socioeconomic status who at present appears basically disinterested in, and resistive to, existing school routines.
2. It is further recommended that encouragement and support be given to research programs which seek to increase our understanding of the need systems of the nonmotivated individual whose disinterest seems to originate in the subculture in which he lives.

Conclusion

In conclusion, this study has shown that the postschool adjustment (social adequacy in young adult life) of mentally retarded youth who have had the benefit of presumably good educational programs in special classes and in one institution, has been far less adequate than had previously been thought. Vast public funds have been expended in support of these programs. Presumably well-qualified personnel have been employed.

If the study says anything, it is that what has been done is not wrong, but rather, that it has not been adequate. Accordingly, every finding points to the need for: (a) more prompt identification and referral of retarded pupils for evaluation; (b) more prompt and more comprehensive diagnosis over a broader range of areas, including nonverbal measures of intelligence, and continuing evaluations of social maturity, home-community relationships, and attitude and personality development; (c) earlier placement and longer retention in special schools and classes; (d) extensive curricular revision and extension; (e) casework follow-up and supervision to assist pupils into employment and in adjusting into their homes and communities; (f) more careful and more selective referrals into military service; (g) more thorough and comprehensive preparation of teachers for the mentally retarded; (h) more adequate and protective living situations for the retarded; (i) more selected or sheltered work opportunities; and (j) special attention for the Negro retarded, as it appears that their needs in many areas exceed the needs of the white retarded.

To revise and improve educational programs which will enhance the social adequacy of retarded youth in a manner that will reduce their rate of social failure, as indicated in this study, is a major challenge to special education, to general education, and to every social agency.

APPENDIX

PERSONS WHO RENDERED INVALUABLE ASSISTANCE IN GATHERING AND ANALYZING DATA AND IN PREPARING THE FINAL REPORT

Interviewers

Alice Lavalli, Principal, Detroit Public Schools
Jane Johnson, Assistant Principal, Detroit Public Schools
Kenneth Glass, Assistant Principal, Detroit Public Schools
Kristen D. Jull, Ph.D., Director, Northville State Hospital School
Mary Krider, Ph.D. Graduate Fellow, Wayne State University
Conklin Bray, Psychologist, Detroit Public Schools

Teachers, Detroit Public Schools:

- Mary Bond
- Bessie Burns
- Charleston Hawkins
- William Keenan
- George Moroz
- Helen Olds
- James W. Roberts
- Walter A. Syroid

Analysts

Alice Carter, Chief Examiner, Det. Pub. Sch. Psychological Clinic
Frances Rovinsky, Chief Examiner, Det. Pub. Sch. Psychological Clinic
Robert Curtis, Psychologist, Wayne County School System
Charles Klein, Psychologist, Wayne County School System
Henry Gottwald, Teacher, Wayne County School System
Donald Grabowski, Teacher, Wayne County School System

Clerical Staff

Marie Keller, Secretary
Ingeborg Knoth, Secretary

- Charlotte Bradley
- Frances Fourtain
- Katherine Gudenian
- Irma Holland
- Elvie Horton
- Sylvia Lenz
- Carolyn McCann
- Katherine Mierau
- Eileen Miller
- Ada Paton
- Adelle Pensler
- Mary Rogers
- Irene Rowe
- Frances Souder
- Margaret Stevens

SELECTION OF THE WAYNE COUNTY TRAINING SCHOOL SAMPLE

The selection of the Wayne County Training School sample was relatively simple. First, the number in the obtained population of white males, Negro males, white females, and Negro females was determined for each age at first entry from seven through fifteen years.

The last step was to select cases from each of these thirty-six obtained population cells (four sex-races subgroups times nine age levels from seven to fifteen years, inclusive) by use of a table of random numbers (Rand, 1955)[1] so that each cell in the sample of two hundred would contain .662 of the number of cases in the corresponding cell of the obtained population of 302 (cell sample ÷ cell population = 202 ÷ 302).[2] Table 175 shows a distribution of the obtained population numbers and the numbers selected from each cell to constitute the final sample.

---

[1] This table was used in all random selection procedures mentioned in this study.

[2] One cell in the obtained population had no case, so that the number of cells in the sample was actually 35. Since the cell samples were entered with three decimals, it became necessary to make very slight adjustments in five places to establish the totals for rows and columns in the right proportion. In one cell 5.296 was taken as 6; in another, 4.634 as 4; in a third, 6.620 as 6; and in the fourth, 5.296 as 6. A row total of 30.452 was taken as 30.

TABLE 175

WCTS OBTAINED POPULATION NUMBERS AND SAMPLE SELECTION DISTRIBUTION —BY SEX AND RACE

Age	Numbers in Obtained Population Cells				Numbers Taken from Each Population Cell to Constitute Sample[a]			
	White		Negro		White		Negro	
	Male	Female	Male	Female	Male	Female	Male	Female
7	4	2	1	2	2	1	1	1
8	9	8	0	1	6	5	0	1
9	15	3	3	1	10	2	2	1
10	19	9	5	2	13	6	3	1
11	21	7	8	3	14	5	6	2
12	16	14	11	5	11	9	7	3
13	24	8	12	8	16	5	8	5
14	21	12	5	13	14	8	3	9
15	10	8	6	6	7	5	4	4
Totals	139	71	51	41	93	46	34	27

[a] Approximately .662 times number in corresponding obtained population cell.

SELECTION OF THE DETROIT SPECIAL CLASS SAMPLE

The 139,000 reference cards on file at the Detroit Public Schools Psychological Clinic were examined so that a list of all persons meeting the selection criteria could be obtained.

The number of cases obtained was 1,946. Stratification of this population differed somewhat from that of the Wayne County Training School population in that while the Training School is a community where the children live together, go to the same school, and participate in the same programs, this fact has no parallel in the Detroit Public Schools. Here the subcommunity in which the child lives not only reflects his socioeconomic status—and to a considerable extent, the nature of his out-of-school life—but also determines the school which he attends. As it was considered that control on this variable was more important than age at entry for this group, the Detroit-obtained population was therefore stratified by subcommunity of residence at first entry into a special class for the mentally retarded. As stratification by age at entry would have resulted in an impractical number of population cells (1,800) and was not considered of essential value in the Detroit study, this factor was disregarded in the stratification. On the other hand, sex and color were again included because of their obvious importance.

A tuition group coming from a community outside the city of Detroit formed Subcommunity Number 50. Thus, with four sex-color combinations for each subcommunity, the total number of possible cells in the Detroit sample was two hundred. The number in the obtained population of white males, Negro males, white females, and Negro females at first entry into the special class for the mentally retarded was determined for each subcommunity. Table 176 shows the distribution on these variables.

In principle, the last step was then to select cases from each of these two hundred obtained population cells by use of a table of random numbers so that each cell in the sample of two hundred would contain .103 of the number of cases in the corresponding cell of the obtained population (cell sample ÷ cell population = 200 ÷ 1946).

In practice, however, it was necessary to combine population cells which contained too few cases to make possible representation in the sample by at least one case. The procedure was to combine equivalent cells from a similar and preferably adjacent subcommunity. In eighteen instances the combination of two cells sufficed. In eleven instances it was necessary to combine three or more cells.[1]

For example, subcommunity 1-A female-white had an obtained population of four. Accordingly, the number required for the sample was .412. The same was true of subcommunity 1-B female-white. A sample cell for female-white, representing both subcommunities was established by drawing one individual at random from the eight available in the obtained combined population, .824 being taken as equivalent to one.

The most extreme case of the same procedures is represented by the female-white cells of subcommunities 8-A, 8-B, 10-C, 11-A, 11-B, 11-C, and 12-B, which individually contained obtained populations ranging from one to four. Combined, they had an obtained

---

[1] This problem did not present itself in the Training School sampling, since, if the obtained population cell contained one case only, .662 of this population would be taken as one case for the sample.

TABLE 176

DISTRIBUTION OF THE DETROIT PUBLIC SCHOOL POPULATION (INDIVIDUALS PER SUBCOMMUNITY)

Sub-community	Male		Female		Totals
	White	Negro	White	Negro	
1A	15	68	4	51	138
1B	6	128	4	54	192
1C	20	30	10	15	75
2A	22	3	8	5	38
2B	39	8	18	8	73
2C	62	4	25	2	93
3A	13	2	10	1	26
3B	18	0	4	0	22
3C	11	7	5	3	26
4A	18	8	6	4	36
4B	4	81	4	40	129
5A	15	1	11	1	28
5B	24	1	10	2	37
5C	1	0	2	0	3
6A	34	9	13	12	68
6B	35	2	15	2	54
6C	19	2	8	1	30
6D	23	2	6	3	34
7A	21	5	11	4	41
7B	21	0	14	0	35
8A	11	0	2	0	13
8B	8	0	2	0	10
8C	10	0	0	0	10
8D	44	0	12	0	56
9A	4	26	3	12	45
9B	11	6	5	3	25
9C	29	3	12	0	44
9D	10	2	4	1	17
10A	6	0	3	0	9
10B	9	2	4	4	19
10C	1	0	1	0	2
10D	4	26	2	11	43

TABLE 176 (Continued)

Sub-community	Male		Female		Totals
	White	Negro	White	Negro	
11A	3	1	1	0	5
11B	16	0	2	0	18
11C	5	0	2	0	7
12A	27	0	11	0	38
12B	11	0	4	0	15
13A	22	0	14	0	36
13B	22	0	15	0	37
14A	6	0	3	0	9
14B	5	0	2	0	7
15A	11	43	3	22	79
15B	14	7	4	4	29
15C	9	7	2	2	20
15D	23	1	10	2	36
16A	12	10	10	7	42
16B	24	2	18	3	47
16C	12	2	4	0	18
16D	14	4	5	2	25
Suburban	7	0	0	0	7
Totals	814	503	348	281	1,946

population of 14, represented in this sample by 1.442 individuals, taken as equivalent to one and drawn at random from the 14.

The other factors to be considered were the size of the sample, which was limited to two hundred, and the need to obtain the correct proportions for rows and columns. Moreover, some of the sample cells showing a small fraction of one individual could not be combined with others. The total number and degree of resulting irregularities are insignificant: two cells with a combined sampling figure of 1.5 were represented by only one individual and the same was true of one cell having a sampling figure of 1.6. One column with a sampling figure of 82.1 was represented by eighty-three individuals, another with a sampling figure of 35.3 was represented by thirty-six. Forty-three cells were not represented, thirty-eight of these had zero obtained population, and the remaining five sampling figures ranged from .2 to .4, with no opportunity for combination with other cells.

Since the combinations reduced seventy-nine of the theoretical cells to twenty-nine, and forty-three theoretical cells were not represented, total loss of theoretical cells by combination was ninety-three, reducing the number of cells in the Detroit sample from a theoretical 200 to an actual 106. Table 177 shows the computed and actual number of persons drawn from each cell.

TABLE 177

COMPUTED[a] NUMBER, AND NUMBER SELECTED, FROM EACH SUBCOMMUNITY-RACE-SEX CELL TO MAKE DETROIT RETARDED SAMPLE PROPORTIONATE TO OBTAINED POPULATION[b]

Subcommunity	Male				Female			
	White		Negro		White		Negro	
	Computed	Selected	Computed	Selected	Computed	Selected	Computed	Selected
1A	1.5	2	7	6	0.4t	1	5.3	6
1B	0.6	1	13.2	13	0.4t	0	5.6	6
1C	2.0	2	3.1	3	1.0	1	1.5	2
2A	2.2	2	0.3a	1	0.8u	1	0.5n	0
2B	4.0	4	0.8a	1	1.9	2	0.8n	1
2C	6.3	6	0.4b	0	2.6	3	0.2n	0
3A	1.3	1	0.2c	0	1.0	1	0.1o	0
3B	1.8	2	0.0	0	0.4v	1	0.0	0
3C	1.1	1	0.7c	1	0.5	1	0.3o	0
4A	1.8	1	0.8d	1	0.6	1	0.4o	1
4B	0.4i	1	8.4	8	0.4w	0	4.1	4
5A	1.5	2	0.1b	0	1.1	1	0.1p	0
5B	2.4	2	0.1e	0	1.0	2	0.2	1
5C	0.1j	0	0.0	0	0.2x	0	0.0	0
6A	3.5	4	0.9	1	1.3	1	1.2	1
6B	3.6	4	0.2b	1	1.6	1	0.2p	1
6C	1.9	2	0.2b	0	0.8	1	0.1p	0
6D	2.3j	2	0.2f	0	0.6x	1	0.3p	0
7A	2.1	2	0.5g	1	1.1y	2	0.4q	0
7B	2.1	2	0.0	0	1.4	1	0.0	0
8A	1.1	1	0.0	0	0.2z	0	0.0	0
8B	0.8	1	0.0	0	0.2z	0	0.0	0

---

[a] Obtained population in each cell × 0.103.

[b] Cells which were combined for purposes of sample selection are lettered similarly.

TABLE 177 (Continued)

Sub-community	Male				Female			
	White		Negro		White		Negro	
	Computed	Selected	Computed	Selected	Computed	Selected	Computed	Selected
8C	1.0	1	0.0	0	0.0	0	0.0	0
8D	4.5	6	0.0	0	1.2	1	0.0	0
9A	0.4	0	2.7	3	0.3u	0	1.2	1
9B	1.1	1	0.6	0	0.5aa	1	0.3r	1
9C	3.0	3	0.3h	1	1.2v	1	0.0	0
9D	1.0	1	0.2h	0	0.4bb	0	0.1o	0
10A	0.6	1	0.0	0	0.3bb	0	0.0	0
10B	0.9	1	0.2g	0	0.4y	0	0.4q	1
10C	0.1k	0	0.0	0	0.1z	0	0.0	0
10D	0.4l	0	2.7	3	0.2w	0	1.1	1
11A	0.3k	0	0.1d	0	0.1z	0	0.0	0
11B	1.6	3	0.0	0	0.2z	0	0.0	0
11C	0.5k	1	0.0	0	0.2z	0	0.0	0
12A	2.8	3	0.0	0	1.1	1	0.0	0
12B	1.1	1	0.0	0	0.4z	1	0.0	0
13A	2.2	2	0.0	0	1.4	1	0.0	0
13B	2.2	2	0.0	0	1.6	2	0.0	0
14A	0.6m	1	0.0	0	0.3bb	0	0.0	0
14B	0.5m	0	0.0	0	0.2bb	1	0.0	0
15A	1.1i	0	4.4	4	0.3w	0	2.3	2
15B	1.4	1	0.7e	1	0.4cc	0	0.4	0
15C	0.9	1	0.7f	1	0.2aa	0	0.2r	0
15D	2.3	2	0.1e	0	1.0	1	0.2s	0
16A	1.5	2	1.0	1	1.0cc	1	0.7s	0
16B	2.4	2	0.2b	0	1.9	2	0.3p	0
16C	1.2	1	0.2f	0	0.4x	0	0.0	0
16D	1.4l	2	0.4	1	0.5	1	0.2	0
Totals	82.1	83	51.6	52	35.3	36	28.7	29

SURVEY QUESTIONNAIRE

(The following items of information were secured by interviewers for subjects in all three samples.)

I. Parental Attitude toward Special Education Program

1. What are the things you liked best about the school program, especially as related to (the subject's) education?

2. Were there some things you especially disliked? What were they?

II. Vocational

1. Is (the subject) working now? Where does he work? How long has he been working there? Exactly what kind of work does he do? How much does he make?

2. Now could you tell me a little about the jobs he had since leaving school. Start with the job before the last one and tell me about each job.

3. What percentage of his time since leaving school has he worked? What was his highest pay? His longest time on a job? What was the longest period he was out of work?

4. How does he usually spend his time during the day when he isn't working?

5. Did any of the following things bother him in getting a job: Lack of ability in reading, writing, arithmetic, spelling, filling out application forms? Lack of ability in machine operation, meeting the public, making change, clerical skills, service skills, household skills? Lack of consideration of the importance of appropriate dress, neatness, cleanliness, conduct? Was failure to secure a driver's license a handicap?

6. Did a physical handicap bother him in getting a job?

7. Was his motivation for getting a job adequate? Who helped him in getting his jobs? Did he get his own job?

III. Own Family (if married)

1. When was he married? Do they seem well suited to each other?

2. Do they have any children? Are all of the children living with them? If not, where are the children? Why?

3. Does the wife/husband work? Where? If both work, how are the children cared for?

4. Has either been married before? What happened to the previous marriage? Were there any children by a previous marriage? Where are these children now? How are they being supported?

5. Is their income enough so they can get along comfortably? If not, how are they able to meet their expenses?

IV. Home Management (married girls only)

1. Does she have ways to help reduce family expenses?

2. How does she function as a housewife in regard to food preparation, house cleaning, care of clothing?

3. Does she take care of the health needs of her children? Does she use sound discipline?

V. Money Management

1. What does he spend his money for? What percentage of his earnings is spent for insurance, clothing, savings, home costs, recreation, other?

2. Does he do those foolish things that can ruin a budget? If so, has he ever had any trouble because of this? For example, has he ever had anything taken back because he could not keep up payments? Have his wages ever been garnisheed?

VI. Parental and Family Relationships

1. How does he get along with his parents? Siblings?
2. What are his attitudes around the home? Is he courteous, quiet, neat, obedient, friendly, and a good worker? Does he help with household duties?

VII. Neighborhood Relationships

1. How does he get along with those his own age? Is he a lone-wolf type? Is he a member of a gang?
2. If he participates in group activities are they orderly or do they lead to trouble of some kind? Are there street gangs in the neighborhood?
3. Is he dating? Has there been any trouble in connection with this? If so, what happened?

VIII. Community Relationships

1. Does he belong to any clubs or organizations? How often does he attend their functions? Has he been an officer?
2. What does he do for recreation? What does he like the most? What things give him the most satisfaction in life?

IX. Legal Relationships

1. Does he have a driver's license? Has he had any traffic tickets for moving violations? For nonmoving violations?
2. Has he had any other difficulties with the law? What was the trouble? What was the outcome? Is he on probation or parole at the present time? Why? Has he shown improvement or is he worse than previously?
3. If he has managed to stay out of trouble with the law, how has he managed to do this? What helped him the most?

X. Military Status (males only)

1. What is his present military status? Has he been in the armed forces?

2. What was his highest rank in the service? Was he ever demoted or in any other trouble? What was his rank at discharge?

3. Did he attend any service schools? Where? Did he graduate?

4. What did he like about the armed service? Dislike? How did he feel about being drafted (or volunteering)?

XI. Miscellaneous

1. Has he taken any school work since leaving (the last known school)? If so, what? Why?

2. Has he lived anywhere but in your home since he left school? Where? Why?

3. (Questions of the interviewer) What was your general impression as to the atmosphere of the home in which the subject was living? What was the type and condition of the house? What were the socioeconomic characteristics of the community? What was your impression of the general attitude of the parents toward the subject?

CASE HISTORY DATA AVAILABLE ON RETARDED SUBJECTS

Both the Detroit Public Schools and the Wayne County Training School maintain cumulative record files on children in their respective programs. The first entries in the Detroit records include the following:

1. Report from regular school giving record of school progress to date, and listing reason or reasons for requesting special testing or placement.
2. Psychometric testers report, including notations of special learning difficulties, and recommendation for placement.
3. Social work report on home and family conditions and background.
4. Medical report.

Within three weeks of the time a child is placed in a special class, his teacher is expected to forward to the Department of Special Education a form (page 478) on which is noted (a) impressions derived from an interview with the parents, (b) results the child attained on a Stanford or Metropolitan Achievement Test, and (c) several judgmental ratings on the general adjustment and abilities of the child.

The procedures involved in completing this form—i.e., home call, testing, and rating—are repeated yearly thereafter. Further entries are made as to the child's physical condition, uncorrected physical defects, attendance, and reasons for absence, et cetera, and home conditions; and the completed form is forwarded to the Special Education Department for review and filing with the child's cumulative record. Special reports on specific problems may also be filed from time to time. All notations concerning progress, suggested or actuated changes in program, and finally, the reason for leaving the program, are recorded.

At the Wayne County Training School the following types of information are available on each child:

1. A summary of precommitment history including discussions of the family background, school history, community adjustment, previous psychological testing, and the presenting problem.
2. Summaries from schools, the courts, and other agencies with whom the subject has had contact.
3. During the subject's residence there is a continual flow of information to his file from all branches of the Wayne County Training School with which he is concerned.

Included are the following kinds of information:

1. The results of intelligence testing and other psychological evaluation that may be undertaken.
2. Reports of the social work staff on their continuing contacts with the family, presenting any new information in the family history that may be discovered, reporting on the continuing relationship of the family to the subject, and evaluating the suitability of the home as a placement for the subject upon his return to the community.
3. End-of-semester reports of school progress from each class in which the subject is enrolled.
4. Semiannual evaluation of the subject's living adjustment in the cottages.
5. Reports of the subject's performance on job-training placements with Wayne County Training School.
6. Special reports covering any nonroutine educational, disciplinary, diagnostic research, or remedial program in which the subject participated.

Forms used by the Detroit public schools Special Education Department follow on pages 478 through 492.

Forms used by the Wayne County Training School begin with page 492 (both institutions use the Department of Welfare Registration and Reply Card) and continue through page 505.

DETROIT PUBLIC SCHOOLS
DEPARTMENT OF SPECIAL EDUCATION

Case No. .... (As 5026)
Special A, B, Prep., Ung. (Circle)

School ....

Date ....

Last Name First

Last Binet: Date .... **C.A.** .... **M.A.** .... **I.Q.** ....

Address ....

Entered special class: Date ....

Birth date ....

from .... **School** .... **Grade** ....

PROGRESS RECORD

TEST RATING: Stanford Achievement .... **Form** .... **Metropolitan Achievement** .... **Form** ....

Test	Score	Grade	Test	Score	Grade	Test	Score	Grade
Paragraph Meaning			Language Usage			Word Picture (Reading)		
Word Meaning			Literature			Word Recognition		
Spelling			Soc. Sci. I			Word Meaning		
Arith. Reasoning			Soc. Sci. II			Numbers (Fund.)		
Arith. Computation			Science			Arith. Prob.		
						Spelling		

Comparison of test results with daily work—(Check): Equal Daily work better Daily work poorer

WRITING: Joseph quickly removed two dozen oranges from a box.

....

....

HANDWORK AND SHOP REPORT: Use code as follows:

Handwork (H), Cooking (C), Sewing (S), Wood (W), Metal (M), Printing (P), Art (A), Personal Service (PS), Household Mechanics (HM).

1. APTITUDE: ____________
little aptitude fair superior aptitude

2. INTEREST: ____________
little interest fair superior interest

3. GROWTH: ____________
little growth fair superior growth

ATTENDANCE: SEPT. TERM JAN. TERM

Half days present ....

Half days absent ....

Cause of irregularity ....

PHYSICAL CONDITION: Ht. .... **Wt.** ....

Defects not corrected ....

CITIZENSHIP RATING:

Punctuality ....

Co-operation ....

Courtesy ....

Self-Control ....

PRESENT HOME CONDITIONS: .... **Agency Active with Family or Child:** ....

Date of home call: ....

Personal Appearance and Care: ....

Remarks ....

....

....

NOTE:—To be made in duplicate at the entrance of the child and in January of each succeeding year, original to be filed at the office of Special Education, and copy kept on file by teacher. In case of transfer to another special class, this report is to be mailed to that school with Forms Nos. 36, 626, and 691. When pupils leave Special Education, all records are returned to the Special Education Office with date and reason.

FORM 1132–3-59–10M–LT–41–OL

(OVER)

RATING SCALE

PERSONALITY: Read the definitions for each trait, use the descriptive phrases below the line as a guide, and then place an "X" any place on the line which best pictures the pupil in that trait.

1. SOCIABILITY—How well does this pupil get along with the other children in the room? Is well liked or generally disliked by the others? To what extent does he possess those qualities which attract others to him?

Not well liked Quarrelsome Hostile	Fairly well liked Neither overly friendly nor hostile	Well liked Friendly Pleasant

2. PARTICIPATION IN CLASS ACTIVITIES—To what extent does this pupil join into the activities of the class? Does he participate whole-heartedly and actively or is he more inclined to withdraw from the activity?

Dislikes participating Prefers working by self	Fair degree of participation	Enters into activities whole-heartedly

3. CONSIDERATION FOR OTHERS—How much regard has the pupil for other children's feelings, belongings and rights? Does he tease children? Does he frequently attempt to hurt them? Does he take their belongings? Or is he generally kindly toward the others and does he show respect for their property?

Frequently teases and hurts others Destroys property	Fairly considerate Neither kind nor cruel	Considerate and kindly Does not destroy property

4. TENACITY OF PURPOSE (stick-to-it-iveness)—Does the pupil generally persist in his task until it is completed, or is he likely to give up after a short time? Is he likely to continue until finished regardless of the difficulties or does he generally become discouraged easily and fail to complete the assignment?

Generally fails to finish job Easily discouraged	Completes task if not too difficult nor too long	Generally completes task Overcomes difficulties

5. TRUSTWORTHINESS—Consider the extent to which this pupil is truthful, honest, and honorable. Can you generally rely on his word or does he frequently tell falsehoods? Can you place confidence in him or is he likely to steal or destroy property if not watched closely?

Not reliable Frequently lies Dishonest	Fairly trustworthy Generally tells truth	Very reliable, truthful and honest

6. REACTION TO AUTHORITY—How does the pupil react when told to do something by the teacher? Does he obey willingly and pleasantly, or is he likely to be resentful or even protest violently?

Generally reacts resentfully to authority	Obeys with fair degree of willingness	Complies readily and willingly to authority

ADDITIONAL INFORMATION: (Make additional statements which will round out the above personality analysis and more completely describe the pupil.)

Teachers' Signatures

Date

Detroit Public Schools
Psychological Clinic
453 Stimson (1)

School ____________________ Room ______
Date ____________________

REQUEST FOR PSYCHOLOGICAL ADJUSTMENT SERVICE

Last Name	First	Middle	Phone No.	Grade

Place of Birth	Date of Birth:	Month	Day	Year	Sex M☐ F☐	Home Language

Name of father, mother, or guardian	Address	Zone	Occupation

SCHOOL RECORD FROM KINDERGARTEN TO DATE	DATE OF ADMISSION	GRADE	HALF DAYS PRESENT	AVERAGE MARK

RECENT SCHOLASTIC RECORD (FROM REPORT CARD OR PERMANENT RECORD CARD)

Attendance, Citizenship, and Scholarship	Final Last Semester	1st	2nd	3rd
No. ½ da. absent				
No. times tardy				
Social Adjustment				
Courtesy				
Self Control				
Arithmetic				
Art				
English				
Gen. Language				
Handwriting				
Health Education				
Home Making				
Industrial Arts				
Literature				
Music				
Reading				
Science				
Social Studies				
Spelling				

LATEST PHYSICAL EXAMINATION (from Form 36)

0—No Defect
00—Corrected
T—Under Treatment
1—Slight Defect
2—Correction Recom'ded
3—Correction urgent

Grade	Code
Height (in.)	
Weight (lbs.)	
Skin	
Nutrition	
Endocr. Glands	
Tonsils	
Nose	
Teeth	
Cervical Glands	
Heart	
Lungs	
Orthopedic	
Speech	
Vision	
Hearing	
Misc. Posture, etc.	
Mental Rating	

ITEMS NOT ON FORM 36

Age	
Normal Wt. (lbs.)	
% under wt.	
Mention any special physical condition	

Record of Latest Educational Tests

SUBJECT	KIND OF FORM	SCORE	GROUP	GRADE LEVELS
Arithmetic				
Spelling				
Reading				

ature of the Problem (See reverse side for attendance, etc.) ____________________

____

____

____

pecific reasons for request ____________________

____

____

____

eacher or counselor ____________________ **Principal** ____________________

IMPORTANT
PLEASE FILL IN INFORMATION ON REVERSE SIDE

orm 658—9-56—25M—AR—679—OL

481

Is it to be a clearing room case? ______________________ **Attendance case?** ______________________

ATTENDANCE: Absence this semester ______________________ **Previous semesters** ______________________

(State causes fully.) ______________________

(If the case is being referred to Attendance Department or Attendance Supervisor, please sign here.) ______________________ **Supervisor**

SOCIAL ADJUSTMENT (Include family attitudes, co-operation, etc.) ______________________

PERSONALITY ADJUSTMENT (Include worries, faults, etc.) ______________________

Comments of various teachers ______________________

Detroit Public Schools
TEmple 1-0150

Psychological Clinic
453 Stimson Avenue

REFERRAL FORM

Date________________ Case No.__________

Name________________________ Sex _____ Grade _____ School__________

Father's name____________________ Address ________________ Phone _______

Birth date____________________ Clinic worker____________________

Referred by____________________ Referral by____________________

School, Agency, Parent Telephone, Interview, Letter

Problem____

Informal recommendation for type of service or examination________________

Worker____________________________ Date________________

Subsequent procedures__________________________________

FORM 5027--11-50--1M--ML

Case No. 483

ORM 5026 SENT TO:
ETROIT PUBLIC SCHOOLS

PSYCHOLOGICAL CLINIC

CASE HISTORY

ame ______ Sex ______ Grade ______ School ______

ather's name ______ Address ______ Between ______

irth date ______ Verified by ______ Nationality ______

ate of examination ______ Place ______

xaminer ______ C. A. ______ M. A. ______ I. Q. ______

lassification ______ Recommendation ______

ource of case

Reason for examination

SCHOOL PROGRESS	
rade	Terms in
dgn.	
IB	
IA	
2B	
2A	
3B	
3A	
IB	
IA	
iB	
5A	
iB	
IA	
'B	
'A	
3B	
IA	

OTHER INDIVIDUAL TESTS

DATE	C. A.	M. A.	I. Q.	CLASS'N	RECOMMENDATION

GROUP INTELLIGENCE TESTS

DATE	KIND	SCORE	RATING	GROUP

SUPPLEMENTARY PSYCHOLOGICAL TESTS

KIND	SCORE	AGE
Ferguson Form Board		
Seguin Form Board		
Arthur Performance		
Others Designs		

FAMILY FILE

Name	File No.

EDUCATIONAL TESTS

KIND	SCORE	AGE	GRADE
Reading			
Arithmetic			

t. Wt. Standard ______

ysical Examination ______

ecommended ______ need attention.

______ Medical Director

Form 5008—2-39—6M—LT—48—OL

History taken at office: **at school:** **at home:** **Source:**

By

FAMILY HISTORY

	Name	Age	Health	Occupation	Education
Father					
Mother	**nee**				

Children **Married or single**

Other children living **Below school** **In school** **Beyond school** **Dead**

Neighborhood, economic status

Pat'l g'father **Mat'l g'father**

Pat'l g'mother **Mat'l g'mother**

Birthplace **Lived in**

Pregnancy **Birth** **Wt.**

Age walking **Age talking** **Dentition**

Eating habits

Sleeping habits

Eyes

Ears **Heart**

Accidents

Bronchitis	**Measles**	**T & A op.**
Chickenpox	**Mumps**	**Typhoid fever**
Chronic colds	**Pneumonia**	**Whooping cough**
Convulsions	**Respiratory**	**Others**
Diphtheria	**Scarlet fever**	**Others**

Personal Description and Personality

• **"Suggestions for Training Children" given or sent to parents** ☐

Habits, interests and abilities

No. of schools attended

Explanation of school attitude, scholarship, attendance

Other agencies interested

Former addresses

Attitudes and relationships

Family — Child

Home discipline

Toward school

Interpretations and Clinic suggestions of Mental examiner

SUMMARY FOR FORM 5026

Neighborhood and economic status

Attitudes, relationships

Home behavior

School conduct

Attendance

DATE	SUBSEQUENT RECORD

DIT PUBLIC SCHOOLS
OLOGICAL CLINIC
NG TEACHERS DIVISION

CASE HISTORY

Clinic File No __________
V. T. Case No. __________

__________ **Sex** _____ **Grade** _____ **School** __________

s (Guardian's) Name __________ **Mother's Name** __________ **nee** __________

s __________ **Zone** _____ **Between** __________ **Telephone** __________

ace __________ **Date of Birth** __________ **Verified by** __________

g Teacher __________ **Referred by (Name and Position)** __________

l Date __________ **Reason** __________

uent
ses __________

STRATION BUREAU DATES **I** **R** **RI** **DR**

VISITING TEACHER RECORD

WORKER	DATE OPENED	DATE CLOSED	DATE TRANSFERRED	DATE REOPENED

AGENCIES INTERESTED	DATE

SCHOOL HISTORY

	SCHOOL	GRADE	ATTENDANCE I	ATTENDANCE R	GRADES REPEATED	REMARKS

INDIVIDUAL INTELLIGENCE EXAMINATIONS

DATE	C.A.	M.A.	I.Q.	RECOMMENDATION

PSYCHOLOGICAL CLINIC FAMILY RECORD

DATE	NAME	FILE NO.

GROUP AND APTITUDE TESTS

DATE	GRADE	INT.	RATING MECH.	CLER.

EDUCATIONAL TESTS

DATE	SUBJECT	GRADE LEVEL	SUBJECT	GRADE LEVEL

l Examination __________

nended __________ **need attention** __________

____
Medical Director

n 5025—2-59—6M—LT—48—OL

FAMILY, HOME, AND NEIGHBORHOOD

The Family:

Parents	AGE	CITIZEN	BIRTHPLACE, COUNTRY OR STATE	COLOR	LANGUAGE	RELIGION	MARITAL STATUS*	OCCUPATION	HIGHEST GRADE REACHED	SIGNIFICANT DATA: HEALTH, INTERESTS, PERSONALITY
F.										
M.										
S.F.										
S.M.										
Guardian										
CHILDREN		**DATE OF BIRTH**	**(LIST IN ORDER OF AGE; CHECK SUBJECT)**							

Others in Home, or Relatives Elsewhere, with Adjustments:

Family Background (Grandparents and Others):

Home: Physical Status and Atmosphere:

***CODE:**

MC—Married Couple	**WR—Widower**
CL—Common Law	**Div—Divorced**
W—Widow	**Sep—Separated**

HEALTH AND DEVELOPMENTAL HISTORY

ical Description: (Include Specific Physiological Characteristics) **Date**________

Appearance________

Clothing________

Personal Hygiene________

Stature: Height________ **Weight**________ **Standard**________

ol Health History:

Hearing________ **Orthopedic**________

Speech________ **Handedness**________

Teeth________ **Vision**________

Accidents (Date, Severity, Complications)________

Developmental History:

Conditions of Pregnancy________

Conditions of Birth________

Height and Weight at Birth________

Age: Walking________ **Talking**________ **Dentition**________

Babyhood Feeding: Breast________ **Bottle**________ **When Weaned**________

Habits:

Eating________

Sleeping________

Toileting________

thers: (Underline) Blanket or Garment Chewing, Ear Pulling, Enuresis, Head Banging, Lip Biting, Masturbating, Nailbiting, Rocking, Soiling

Temper Tantrums, Thumb Sucking, Twitching, etc.________

ses (Date, Severity, Complications) **Surgery (Date)**

ronchitis________ **Mumps**________ **Appendectomy**________

ardiac________ **Pneumonia**________ **Circumcision**________

hickenpox________ **Polio**________ **Hernia**________

hronic Colds________ **Respiratory**________ **Mastoid**________

onvulsions________ **Scarlet Fever**________ **Tonsillectomy**________

iphtheria________ **Typhoid Fever**________ **Other**________

ndocrine________ **Whooping Cough**________

easles________

al Contacts: Family Physician________

chool Nurse________

ealth Clinic________

ospital________

HOME ATMOSPHERE AND ATTITUDES

Family Attitudes, Relationships and Sibling Adjustments

Home Duties

Home Atmosphere

Recreation: Family and Child

Child's Reactions: To Home, School, Community, V.T. Service

Interests, Hobbies

PERSONALITY ADJUSTMENT (Emotional, social)

491
Case No.
Psychological Clinic

Detroit Public Schools

REPORT OF INDIVIDUAL PSYCHOLOGICAL EXAMINATION

Tested at

Name Sex Grade School

Father's name Address Zone Between

Birth date Verified by Nationality

No. schools attended No. grades repeated Terms in present grade

Examiner C.A. M.A. I.Q.

Date Recommendation

Order	Mental Test Profile Name of Test	M.A.	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																

Ht. Wt. Standard Physical defects

Corrections recommended

Other children living Below school In school Beyond school Dead

Neighborhood and economic status:

Attitudes and relationships:

Home Behavior:

School conduct:

Attendance:

Test interpretation and clinic suggestions:

Please send this report with record when transferred or promoted. If a special-class child, give disposal of case upon leaving, with date Reason:

Form 5026—11-55—40M—AR—591—OI.

CITY OF DETROIT — DEPARTMENT OF PUBLIC WELFARE
704 E. Jefferson (26)

REGISTRATION AND REPLY

Form C of D–718-RE SS 186 2/56 **492**

INSTRUCTIONS: Fill out the reverse side—print name (or type) in space after NAME, enter first names and birthdates under FIRST NAME AND OTHER SURNAMES, enter Social Security number after SS M or SS W as the case may be; indicate W for white or C for non-white; if this is first registration on case, the card will be detached and the remainder of the form will be returned to you; if there is a record in the Social Service Exchange (Registration) the whole card will come back, with date and member entered by the name(s) of the agency(s) previously active. If there is more than one registration for an agency or special information it is listed in space at left.

MEM. AGENCY DATE MEM. AGENCY DATE MEM. AGENCY DA

DATE

V St. Vincent's Orphanage

AY NURSERIES

T Tau Beta Community House

ATERNITY HOMES

A Women's Hospital—Social Service
F Florence Crittenton Hospital
P Providence Hospital—Social Service
S Salvation Army Hospital

RVICES PROVIDED TO CHILDREN WITH CONDUCT PROBLEMS

A Detroit Police Department—Women's Division
B Dearborn Police Department—Women's Division
D Detroit Public Schools—Attendance Department
E Juvenile Court—Wayward Minor Div.—Boys Official
F Juvenile Court—Wayward Minor Div.—Boys Unofficial
G Juvenile Court—Wayward Minor Div.—Girls Official
H Hamtramck Police Department—Women's Division
J Juvenile Court—Chief Department for Boys
K Wyandotte Police, Women's Division
L Detroit Police Department Youth Bureau
N Highland Park Police Department—Women's Division
S Juvenile Court — Chief Department for Girls
W Wayne County School Commissioner's Office

ISTITUTIONS FOR CHILDREN WITH CONDUCT PROBLEMS

B Boy's Vocational School, Lansing, Mich.
F Boys Republic
G Vista Maria School
H Williams House
S Starr Commonwealth for Boys—Albion

ROUP WORK

A Neighborhood Service Organization, Hamtramck
S Sophie Wright Settlement

OSPITAL IN-PATIENT SERVICES

D Receiving Hospital—Social Service
H Herman Kiefer Hospital—Social Service

LINIC SERVICES

A North End Clinic—Social Service
B St. Joseph Mercy Hospital
C Children's Hospital of Michigan Clinic
E Evangelical Deaconess Hospital—OPD
F Detroit Memorial Hospital
G Grace Hospital
H Harper Hospital—Social Service
L Women's Hospital Clinic
N Highland Park General Hospital Clinic
O Detroit Orthopedic Clinic
U University Hospital — Social Service — Ann Arbor

MEM. DATE

H5 MENTAL HYGIENE CLINICS

A Recorder's Court Psychopathic Clinic
B Recorder's Court Psychopathic Clinic—Traffic Division
C Children's Center
D Detroit Public Schools—Psychological Clinic
E Wayne County Consultation Center
F University Hospital—The Neuropsychiatric Institute—Ann Arbor
G Merrill Palmer Public School—Guidance Service
H Hamtramck Public Schools—Psychological Clinic
J Juvenile Court—Wayne County Clinic for Child Study
K Adult Psychiatric Clinic—Harper Hospital
L Huron Valley Child Guidance Clinic
M Pontiac Child Guidance Clinic
N Garden City Schools, Education Division
O Health Institute of the U.A.W.-C.I.O. — Mental Hygiene Div.
R Oak Park Schools Visiting Teachers
S Dearborn Public Schools—Psychological Clinic
T Mental Hygiene Clinic—Jewish Social Service Bureau
U Wayne University—Mental Hygiene Service
V Detroit Public Schools—(Visiting Teacher)
W Wayne County Child Guidance Clinic

H6 PUBLIC HEALTH NURSING SERVICES

V Visiting Nurse Association
W Wayne County Board of Health

H8 HOSPITAL IN-SERVICE—NERVOUS AND MENTAL DISORDERS

B Michigan Veterans' Trust Fund
C Caro State Hospital for Epileptics
F Veterans' Facility—Ft. Custer
J Wayne County Training School—Northville
L Lapeer State Home and Training School
N Northville State Hospital
U U. S. Public Health Service Hospital—Lexington, Kentucky
V Veteran's Administration Hospital—Dearborn
W Probate Court—Wayne County
X Wayne County Dept. Soc. Welfare—Commitment Investigations
Y Ypsilanti State Hospital

H9 OTHER PUBLIC HEALTH SERVICES

D Receiving Hospital — Tumor Clinic
R Dept. Public Instruction—Office of Vocational Rehabilitation
W Wayne County Department of Social Welfare—Medical

M1 LEGAL AID BUREAUS

F Friend of the Court

M2 GUIDANCE AND PLACEMENT

D Detroit Public Schools—Guidance and Placement
H Jewish Home for Aged
W Wayne University Educational Counselling Center, 467 W. Kirby

493

AGENCY CODE **AGENCY CASE NO.**

AGENCY NAME **AGENCY WORKER**

FORMER MARRIAGES OF MAN

FORMER MARRIAGES OF WOMAN

OTHER DATA

CASE NAME

☐ Inq. Only ☐ Reg. and Inq.

☐ Reg. Only ☐ Dis. Record

NAME

M

W

1

2

3

4

5

6

7 Birth

D P W Case No. W C

NAME W

SS M

SS OTHERS

ADDRESS—DATE

OTHER DATA **MEM.** **AGENCY**

MEM. **DATE**

R1 FAMILY WELFARE AND RELIEF

A Family Service Society of Metropolitan Detroit (Includes Dearborn, Hamtramck, Highland Park, Warren Township)
C American Red Cross
D Department of Public Welfare—Detroit
F Family Service Association of Southern Oakland County, R. O.
G Grosse Pointe Neighborhood Club
J Down River Consultation Service (Includes Ecorse, Wyandotte, Lincoln Pk., River Rouge)
O Oakland County Board of Social Welfare—Pontiac
O-A Oakland County Board of Social Welfare—Royal Oak
O-H Oakland County Board of Social Welfare—Pontiac (Hospitalization Division)
P Soldier's Relief Commission—Wayne County
S Salvation Army Relief Division
T Jewish Social Service Bureau
W Wayne County Department of Social Welfare
X Catholic Family Center
Y The Family Agency of Ypsilanti, Inc.—Ypsilanti, Mich.

R2 FEDERAL PROGRAMS ONLY

W Wayne County Bur. of Soc. Aid—Aid to Dependent Children

R3 FEDERAL PROGRAMS ONLY

A Wayne County Bureau of Social Aid—Old Age Assistance
B Wayne County Bureau of Social Aid—Aid to the Blind
C Wayne County Bureau Social Aid—Civilian War Assistance
D Wayne County Bureau of Social Aid—Service to the Blind.
E Wayne County Bureau of Social Aid—Aid to the Disabled
V Veterans Administration—Social Service

R4 SERVICE AND RELIEF TO TRANSIENTS AND HOMELESS

T Traveler's Aid Society

R6 OTHER FAMILY AND RELIEF AGENCIES NOT INCLUDED IN R1

A St. Ann's Community House
E St. Elizabeth's Community House
F Lutheran Service Federation
G Goodwill Industries
H Visiting Housekeeper Association
K International Institute of Metropolitan Detroit, Inc.
L Detroit League for the Handicapped
P Polish Aid Society
V Volunteers of America
Y Y.W.C.A. Friendly Service

R8 PROBATION DEPARTMENTS AND BUREAUS OF DOMESTIC RELATIONS

B Prosecuting Attorney, Wayne County, A.D.P. Division
C Circuit Court Probation Department

MEM. **DATE**

D Recorder's Ct.—Probation Office—Men's Division
F Recorder's Ct.—Probation Office—Women's Division
R Recorder's Ct.—Probation Office—Domestic Relation
U U. S. Ct.—Eastern Michigan Division—Probation Dept

R9 INSTITUTIONAL AND PAROLE CARE FOR ADULT DELINQUENTS

A United States Penitentiary—Atlanta, Georgia
B Federal Industrial Institute for Women—Alderson, W
C United States Industrial Reformatory—Chillicothe, O
E U. S. Penitentiary — McNeil Island, Washington
F Detroit House of Correction—Women's Division
G United States Detention Home—Milan, Michigan
H United States Penitentiary—Sandstone, Minnesota
K United States Penitentiary—Ft. Leavenworth, Kansas-
L United States Penitentiary—Ft. Leavenworth, Kansas
N Dept. of Correction, Div. Pardons, Paroles and Pro
P United States Penitentiary—Lewisburg, Pennsylvania
R Michigan Reformatory—Ionia
T United States Penitentiary—Terre Haute, Indiana

C1 PROTECTIVE AND FOSTER CARE OF CHILDREN

A Wayne County Agent of the Juvenile Court—Adop
C Children's Aid Society
D State Department of Social Welfare—Children's Divi
E Methodist Children's Home Society
F Society of St. Vincent De Paul
G American Legion—Child Welfare Department
H Baptist Children's Home
J Juvenile Court—Neglect Department
K Michigan Children's Institute—Ann Arbor
L League of Catholic Women
M Lutheran Children's Friend Society—Detroit Branch
N Michigan Children's Aid Society—State Office
O Lutheran Charities
P Fisher Nursery
R Wayne County Juvenile Ct. Foster Home Dept.
S Wayne County Agent of the Juvenile Court—Special In
T Jewish Social Service Bureau—Children's Dept.
V Protestant Youth Bureau
W Wayne County Department of Social Welfare—Chil
X Church Youth Service—Prot.

C2 INSTITUTIONS FOR DEPENDENT AND NEGLECTED CHILDREN

A Guardian Angel Home
C Protestant Children's Home
F St. Francis Home
G Evangelical Home for Orphans and Old People
P Fisher Home
S Salvation Army—Children's Home

WAYNE COUNTY TRAINING SCHOOL Form 1 **494**

CASE NO. NAME

DATE ADMITTED **AGE** **SEX** **RELIGION**

DATE OF BIRTH **BIRTHPLACE**

RESIDENCE

FATHER (NAME) **BIRTHPLACE**

MOTHER (MAIDEN NAME) **BIRTHPLACE**

CLINICAL DIAGNOSIS

TYPE OF COMMITMENT

Court **Voluntary**

COMMITTED BY **PROBATE COURT NO.**

DATE OF COMMITMENT **LEGAL CLASS**

DISCHARGED

TRANSFERRED TO: **DATE**

495

Date of leaving and return from leave of absence* (over three days) convalescent status and truancy. Check form us

Date of leaving	Date of return	FORM			ELAPSED TIME OUT		
		Leave of abs.*	Truancy	Conval. Status	Yrs.	Mos.	Da

*a. Temporary Visit   b. Vacation   c. Hospital

Form 53W Training School Press

WAYNE COUNTY TRAINING SCHOOL Page 496

CASE NO. NAME

This form, in differing colors, is used for clinical notes and reports from several departments of the WCTS, as follows:

CHILDREN'S LIVING (white)—Reports on subject's cottage behavior, truancies, vacations, and any special medical attention received.

SOCIAL SERVICE (gold and white)—Reports on continuing contacts with subject's family, family history information, continuing relationship of family to subject, and evaluation of the suitability of the home as a placement for subject on his return to the community.

VOCATIONAL TRAINING (green)—Reports on subject's performance on job-training placements within WCTS.

SCHOOL (pink)—Summary reports on remedial reading and other special services by members of the school department staff.

RESEARCH (blue)—Special diagnostic research reports.

PSYCHOLOGY (yellow)—Results of intelligence testing and other psychological evaluations.

Form 192

PHYSICAL EXAMINATION

Date................ No................

Name.................................... Age.............. Sex............ Color............

Height............ Weight.............. Blood Pressure.......... Body Type...............

Vision: OD.......... OS.......... With glasses-OD.......... OS.........

Hearing: Right.............. Left..............

Head: Eyes; Pupils-React.......... Equal.................. E.O.M. ....

Lids-Right............ Left.............. Color..............

Ears-Right-Discharge................ Perforation............

Left-Discharge.................. Perforation............

Nose: Discharge......................

Mouth; Teeth.......................... Voice............

Tonsils.................... Tongue..............

Pharynx..................

Neck; Thyroid.................. Cervical glands..............

Chest: Breasts............

Heart: Rate Rhythm.............. Enlarged..............

Sound.............. Murmurs............

Lungs-Dullness................ B.S..........

Abdomen: Tenderness................ Liver............ Spleen..............

Genitals................

Rectum.. Hernia..................................

Extremities....................

Deformity......................

Paralysis......................

Neurological	R.	L.		R.	L.
Biceps			Leri		
Triceps			Mayer		
Abdomen			Oppenheim		
Cremaster			Babinski		
Knee			Romberg		
Ankle			Adiadochoki		
Plantar			Tremor		

Spine....................................

Skin Including Scars..

Summary

Form 93

Wayne County Training School

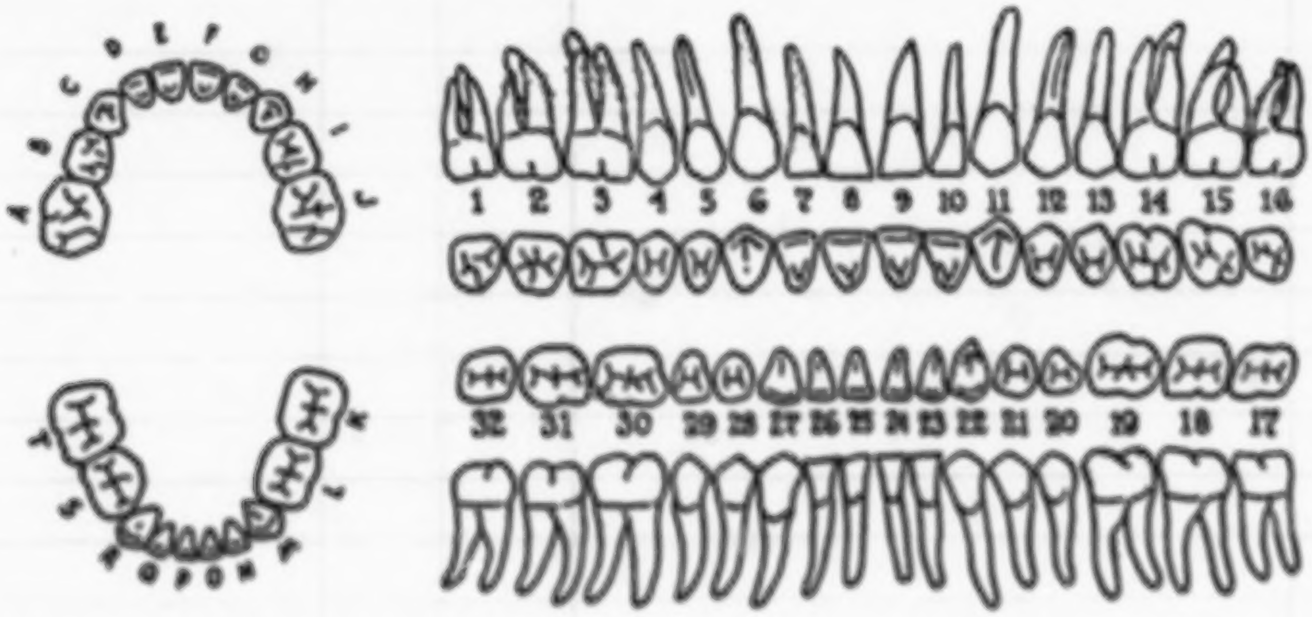
DENTAL RECORD

Examination - Diagnosis - History

of

Name Sex Cottage

Date of birth Date admitted Date examined


A
B
C
D
E
F
G
H
I
J
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
32
31
30
29
28
27
26
25
24
23
22
21
20
19
18
17
K
L
M
N
O
P
Q
R
S
T

General condition of teeth

Film Stains Deposits

Care of teeth

Gums Color Recession

Gingivitis Pyorrhea Vincent's

General character of restorations present

Occlusion Study models

Number of permanent teeth *Number of deciduous teeth*

Remarks

499

Name

SERVICE RECORD

Cottage

Prophylaxis		Fillings, Extractions, and Treatments		
Date	Findings	Date	No.	Service

Form 109

WAYNE COUNTY TRAINING SCHOOL

WEIGHT CHART

No. 500

Name

DATE	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	HEIGHT
Weight																																																					

Form 6

SUMMARY SHEET
PSYCHOLOGICAL RESULTS
WAYNE COUNTY TRAINING SCHOOL

501

NAME________________________ ADMITTED______________

CASE NO.______________ BORN______________

INTELLIGENCE TESTS

DATE	TEST	C.A.	M.A.	WISC		I.Q.	RANGE	EXAMINER - AGENCY
				Verbal	Perf.			

ACHIEVEMENT TESTS

FORM	DATE	C.A.	READ.	ARITH.	E.A.	GRADE	E.Q.	EXAMINER - AGENCY

(OVER)

502

OTHER TESTS

PRE-ADMISSION

DATE	NAME OF TEST	C.A.	SCORE	AGE	GRADE	%-ILE	EXAMINER

POST-ADMISSION

Visitors and Correspondent*

On Leave

Letters

Visits

Sickward

Petty Cash

Cottage

Letters

ACHIEVEMENT IN NON-ACADEMIC ACTIVITIES

AS COMPARED WITH THE PRESENT CLASS

Name..Date..............................

Much above average	Above average	Average	Below average	Much below average

Subject..Teacher..

Much above average	Above average	Average	Below average	Much below average

Subject..Teacher..

DESCRIPTIVE REPORTS

DEVELOPMENTAL RECORD FORM A

(Wayne County Training School)

(The following items were secured for all subjects in the WCTS sample.)

I. Age Factors

1. Age at time of Survey Questionnaire interview
2. Age at admission to WCTS
3. Age first left the WCTS
4. Age last left the WCTS
5. Age discharged from the WCTS

II. Time Factors

1. Total time spent on supervised convalescent status
2. Total time spent on unsupervised convalescent status
3. Time spent on truancies of over seven days' duration
4. Total time spent in residence at the WCTS
5. Total time spent in the community after leaving WCTS
6. Total days hospitalized away from WCTS during period of residence

III. Intellectual Measures

1. Last preadmission IQ score
2. First WCTS Binet IQ score
3. Last WCTS Binet IQ score
4. Last WCTS Arthur Performance Scale PQ score

5. PQ minus IQ (taken from a pair of tests administered at the same testing)

IV. Achievement Measures (Metropolitan Achievement Tests)

1. First average reading grade
2. First average arithmetic grade
3. Last average reading grade
4. Last average arithmetic grade
5. Average yearly gain in reading during residence
6. Average yearly gain in arithmetic during residence

V. Family Contacts

1. Letters received per month during WCTS residence
2. Number of visits at WCTS per year
3. Number of visits to home per year

VI. Behavior Deviations

1. Percentage of time spent in disciplinary cottage
2. Number of times in disciplinary cottage per year
3. Number of truancies per year

DEVELOPMENTAL RECORD FORM B

(Detroit Special Classes)

(The following items of information were secured for all subjects in the DSC sample.)

I. Age and Time Factors

    1. Age at time of Survey Questionnaire interview
    2. Age first entered grade school
    3. Age first referred for diagnostic testing
    4. Age first recommended for special class
    5. Age first entered special class for the mentally retarded
    6. Age last left special class for the mentally retarded
    7. Grade level at special class entry
    8. School terms spent in special class
    9. Months elapsed between first recommended for special class and first entered special class
    10. Age last left special class
    11. Reason left special class

II. Intellectual Measures

    1. Detroit Learning Aptitude IQ prior to admission to special class
    2. Last Detroit Learning Aptitude Test

III. Stanford and Metropolitan Achievement Test Measures

    1. Reading grade at special class entry

   2. Arithmetic grade at special class entry
   3. Last reading grade
   4. Last arithmetic grade
   5. Average yearly gain in reading achievement
   6. Average yearly gain in arithmetic achievement

IV. Attendance Record in Special Class

   1. Percentage of time absent during special class period.
   2. Cause of any irregularity in attendance

V. Special Class Ratings

   1. Medians of ratings for Handwork and Shop classes on the variables: aptitude, interest, and growth

      (See the Progress Record form elsewhere in the Appendix for the details of these rating scales.)

   2. Medians of ratings on Sociability, Participation in Class Activities, Consideration for Others, Tenacity of Purpose, Trustworthiness, and Reaction to Authority by the special class teachers

      (See the Progress Record form elsewhere in the Appendix for the details of these rating scales.)

VI. Physical Defects

   1. Physical defects not corrected

DEVELOPMENTAL RECORD FORM C

(The following items—to be answered "yes" or "no"—and ratings were used in evaluating the developmental record case history data on the WCTS and DSC samples.)

I. Continuity of Parental Relationships

1. The functional mother was ______________________________
2. The functional father was ______________________________
3. Subject conceived illegitimately and born outside natural family
4. Break in mother relationship during first four years
5. Break in father relationship during first four years
6. Break in mother relationship; fourth birthday to admission
7. Break in father relationship; fourth birthday to admission
8. Has lived with three or more sets of parents
9. Lived more than one-half of preadmission life with natural father and mother together
10. Normal, continuous family pattern with natural parents

II. Family Background Factors

11. Mental retardation apparent in immediate natural family (provide evidence and state if institutionalized)
12. At least one set of natural grandparents foreign-born (name country)
13. One or both of natural parents foreign-born (name country)
14. Foreign language or broken English spoken by one or both parents

15. One or both functional parents raised outside Michigan (if so, specify)

16. Subject spent major portion of preschool life outside Michigan

17. One of subject's parents known to have been mentally ill at some time (state evidence and if institutionalized)

18. Record suggests brain injury of etiological significance

19. Functional mother and/or father suffered incapacitating poor health or disability (other than retardation) sufficient to impair functioning during period of subject's residence with them

20. Subject experienced neglect regarding habit training and supervision during preschool period

21. Lack of adequate home supervision held partly responsible for school-age difficulties

22. Family unit required outside financial support (public or private) during period of subject's residence with them

23. Functional mother presents inadequate adjustment pattern (specify)

24. Functional father presents inadequate adjustment pattern (specify)

25. Functional mother's drinking or drug addition a problem

26. Functional father's drinking or drug addition a problem

27. Sexual behavior or attitudes of one or both parents have deviated openly from socially accepted norms

28. Subject experienced brutal treatment from functional mother (specify)

29. Subject experienced brutal treatment from functional father (specify)

30. One or both functional parents reported as overprotective

31. Inconsistent and/or conflicting pressures put upon subject by parents with differing ideas, standards, et cetera

32. Siblings from functional home setting have been noted as behavior problems in school or community

33. Social neighborhood milieu has contributed to subject's adjustment problem

34. Mother worked outside of home during major portion of subject's preschool life

35. Mother worked outside of home during major portion of subject's public school life

36. Parents report that subject was difficult to control as an infant and/or preschool child (if yes, specify)

37. Enuresis continued into school-age period

38. Truant from home on one or more occasions

39. Stole from parents during school-age period

40. Regarded as beyond disciplinary control by one or both functional parents in precommitment period (or prespecial class)

41. Cruelty toward other children or animals has been noted

42. Parents, neighbors, school, or community authorities have shown concern over subject's sexual precocity or deviations

43. Hyperactive, restless, short attention span in school

44. Poor work habits in public school; needs constant supervision to accomplish anything

45. School truancy has been recognized as a problem by school or family

46. Precommitment delinquency record (from DPS or WCTS files)

(The following items were used in evaluating the case history data for the WCTS sample only.)

47. Name factors precipitating commitment

    a. serious behavior problem in parents' home
    b. behavior unacceptable to boarding parents
    c. living-setting is grossly inadequate
    d. gross behavior problem in school
    e. school truant
    f. delinquencies, or delinquent tendencies, in community
    g. other____

48. Adjustment during first year's residence

    a. good
    b. fair
    c. poor

49. There is a report of disapproved sexual activity during period of WCTS residence

50. Parents hostile, noncooperative, evasive (if yes, specify)

51. Achievement in manual activities classes

    a. generally stands out in this group by excellence
    b. above average work
    c. average
    d. below average work
    e. very low achievement

52. Application to work in school

    a. poor work habits, undependable in work, not industrious
    b. good work habits, dependable in work, industrious

53. Application to work in cottage

    (same as item 52)

54. Peer relationships in school

    a. not well liked by most peers, does not get along well with most

    b. well liked by most children, little friction with peers, accepted by group

55. Peer relationships in cottage

    (same as item 54)

56. Hyperactive in school

57. Hyperactive in cottage

58. Reaction to adult supervision in school

    a. does not respond satisfactorily to adults, takes correction poorly, not respectful

    b. cooperative with adults, reasonably polite and respectful, tries hard to do what is expected of him, responds well to correction

59. Reaction to adult supervision in cottage

    (same as item 58)

DEVELOPMENTAL RECORD FORM D

(The following rating scales were used in evaluating the case history data for the WCTS and DSC samples.)

1. Family Physical Environment

   a. grossly inadequate
   b. marginally inadequate
   c. average; no basic deprivations

2. Family Stability (preschool)

   a. gross lack of continuity
   b. some changes in parental figures
   c. continuous with original parents

3. Family Stability (school-age)

   (same as item 2)

4. Parental Compatibility (preschool)

   a. gross incompatibility
   b. only marginally adequate relationship
   c. within average range

5. Parental Compatibility (school-age)

   (same as item 4)

6. Hostile to Adults (Special Class)

   a. noncooperative, hostile, recalcitrant
   b. within average range
   c. wholesomely cooperative and obedient

7. Hostile to Adults (WCTS-school)

   (same as item 6)

8. Assaultive (school-age, outside)

   a. chronically hits, intimidates, attacks peers
   b. more assaultive than average
   c. average, generally nonassaultive

9. Assaultive (regular grade)

   (same as item 8)

10. Assulative (special class)

    (same as item 8)

11. Assaultive (WCTS)

    (same as item 8)

12. Adjustment (regular grade)

    a. unsatisfactory, disturbed interpersonal relationships
    b. tends toward unhealthiness
    c. tends toward normality
    d. quite adequate in adjustment and quality of interpersonal relationships

13. Adjustment (special class)

    (same as item 12)

14. Adjustment (WCTS)

    (same as item 12)

R. Predictive Rating

At the conclusion of his analysis of the preoutcome case history data, the analyst was asked to rate the probability of future community success on a five-point scale with "failure" at one end, "success" at the other. The rater used the population of educable retarded children as the standard for his judgments. He was to assume that the subject returned to an average home environment.

RATER AGREEMENT FOR RATINGS BASED ON A READING OF THE CASE HISTORY FILES

General Procedures

The developmental record forms (see Appendix, Developmental Record Forms C and D) that were used to record information from the case history files consisted of items ranging from those requiring yes or no answers to those requiring a three-, four-, or five-point rating. Some of the questions required a specific item of information ("Were either of the subject's parents foreign-born?"), while others required judgments on the part of the rater ("Did the mother present an inadequate adjustment pattern?"). The latter type of item is, in effect, a two-point rating scale.

Four raters were used to secure these data from the WCTS files, and three different persons rated the files for the DSC group. After a period of training, twenty cases were selected at random, and each rater independently answered the questions and made ratings on all twenty cases. The same procedures were followed by the WCTS and the DSC raters. The rater agreement reported here is based on these samples of twenty cases.

The results of these trial runs were used in further training of the raters. Therefore, the figures for rater agreement reported here, although generally quite adequate, are probably underestimates of the level of agreement that finally existed among the raters. Following this training period, each of the individuals rated his portion of the remaining cases in the sample. The twenty cases used in the rater agreement study were scored on the basis of the four (or three) ratings which had already been made.

Since the method of reporting rater agreement varies with the number of points on the rating scale, the items are presented, not in the order in which they occur on the forms, but clustered with other items of the same type.

There is no single index which adequately portrays the extent of agreement which has occurred in a situation of this type. Therefore, a distribution is presented for each item indicating the extent of agreement reached by the four (or three) raters on each of the twenty cases.

Rater agreement for the WCTS data

The WCTS rater agreement distributions for the two-point "scales" (yes-no) are reported in Table 178. Definitions of the agreement categories used in the table are given below. Before these can be understood, it must be pointed out that for the two-point scales the rater had the option of indicating that the particular item was not relevant or that there was not sufficient information in the record on which to base a judgment. In discussing the method of analyzing rater agreement such responses will be designated as "no score."

> No disagreement. None of the four raters scored a "yes" when any other rater has scored a "no" for that item. "No score" responses may be present.
>
> Twenty-five percent disagreement. All four raters scored the item either "yes" or "no," and one rater disagreed in his scoring with the other three.
>
> Disagreement. All patterns of disagreement other than those described above.

TABLE 178

RATER AGREEMENT FOR TWO-POINT SCALES ON WCTS DEVELOPMENTAL RECORD FORM C

Item No.	No Disagreement	25 pct. Disagreement	Disagreement	Item No.	No Disagreement	25 pct. Disagree ment	Disagreement
3	18	1	1	31	19	1	0
4	19	0	1	32	12	6	2
5	17	2	1	33	13	7	0
6	16	2	2	34	17	0	3
7	15	2	3	35	17	1	2
8	17	3	0	36	20	0	0
9	16	3	1	37	17	3	0
10	17	3	0	38	17	2	1
12	18	2	0	39	20	0	0
13	20	0	0	40	13	5	2
14	17	0	3	41	16	3	1
15	19	1	0	42	17	1	2
16	19	0	1	43	14	4	2
17	16	1	3	44	12	5	3
18	13	1	6	45	19	1	0
19	14	2	4	46	18	2	0
20	15	1	4	49	16	4	0
21	9	8	3	50	13	5	2
22	16	3	1	52	9	9	2
23	11	6	3	53	13	3	4
24	16	3	1	54	12	7	1
25	18	2	0	55	13	5	2
26	17	2	1	56	12	5	3
27	12	7	1	57	13	4	3
28	18	0	2	58	17	3	0
29	16	1	3	59	18	1	1
30	18	2	0				

The rater agreement data for the three-point scales are presented in Table 179. Following are the definitions for the agreement categories:

No disagreement. All four raters gave the subject the same rating on the three-point scale.

One-point disagreement. All ratings were on two adjacent steps of the scale.

Two-point disagreement. There was at least one rating at each end of the three-point scale.

The rater agreement data for the four- and five-point scales are presented in Table 180. The agreement categories given in the table heading are self-explanatory.

In evaluating the agreement on the three-, four-, and five-point scales it should be remembered that extent of agreement is based on the greatest discrepancy that occurs among the four raters and is, thus, a conservative estimate. When three raters using a five-point scale scored a subject as a five, and the fourth scored him as a two, the appropriate category was "over two-point disagreement," placing the case in the most severe disagreement category listed.

In general, the degree of rater agreement revealed in these tables is considered adequate for the purposes of this study.

Rater agreement for the DSC data

Tables 181, 182, and 183 present data on rater agreement for the DSC group exactly analogous to that presented for the WCTS group. Only one difference requires explanation. Since there were only three raters for the DSC data, the agreement categories for the two-point scales in Table 181 differ from those used with the WCTS

TABLE 179

RATER AGREEMENT FOR THREE-POINT SCALES ON WCTS DEVELOPMENTAL RECORD FORM D

Item No.	No Disagreement	1-Point Disagreement	2-Point Disagreement
1	10	6	4
2	7	9	4
3	14	6	0
4	11	9	0
5	14	6	0
11	10	10	0
12[a]	6	12	2

[a] Item 12, although presented as a four-point scale, was used by the raters as a three-point scale and hence is analyzed here.

TABLE 180

RATER AGREEMENT FOR FOUR-POINT AND FIVE-POINT SCALES ON WCTS DEVELOPMENTAL RECORD FORMS C AND D

Agreement	Item No., 4-Point Scales		Item No., 5-Point Scales	
	C 48	D 14	C 51	D R[a]
Agreement	5	4	7	2
1-point disagreement	10	13	11	11
Over 1-point disagreement	5	3		
2-point disagreement			2	6
Over 2-point disagreement			0	1

[a] This stands for "predictive rating," and it will be seen as the last entry on the form titled "Developmental Record, Form D."

TABLE 181

RATER AGREEMENT FOR TWO-POINT SCALES ON DSC DEVELOPMENTAL RECORD FORM C

Item No.	No Disagreement	Disagreement	Item No.	No Disagreement	Disagreement
3	20	0	26	20	0
4	20	0	27	20	0
5	19	1	28	20	0
6	20	0	29	20	0
7	19	1	30	17	3
8	20	0	31	14	6
9	17	3	32	18	2
10	20	0	33	17	3
11	20	0	34	20	0
13	20	0	35	19	1
14	19	1	36	20	0
15	20	0	37	20	0
16	20	0	38	19	1
17	20	0	39	20	0
18	19	1	40	18	2
19	17	3	41	19	1
20	17	3	42	20	0
21	15	5	43	15	5
22	19	1	44	15	5
23	14	6	45	15	5
24	18	2	46	17	3
25	20	0			

TABLE 182

RATER AGREEMENT FOR THREE-POINT SCALES ON DSC DEVELOPMENTAL RECORD FORM D

Item No.	No Disagreement	1-Point Disagreement	2-Point Disagreement
1	15	4	1
2	17	2	1
3	19	1	0
4	15	5	0
5	15	5	0
6	16	4	0
8	18	2	0
9	18	2	0
10	18	2	0
12[a]	13	7	0

[a] Item 12, although presented as a four-point scale, was used by the raters as a three-point scale and hence is analyzed here.

TABLE 183

RATER AGREEMENT FOR FOUR-POINT AND FIVE-POINT SCALES ON DSC DEVELOPMENTAL RECORD FORM D

Agreement	4-Point Scales, Item No. 13	5-Point Scales Item No. R[a]
Agreement	12	11
1-point disagreement	8	8
Over 1-point disagreement	0	
2-point disagreement		1
Over 2-point disagreement		0

[a] This stands for "predictive rating," and it will be seen as the last entry on the form titled "Developmental Record, Form D."

data. There are only two categories: the first is defined precisely the same as the "no disagreement" category for two-point scales in the discussion of the WCTS data; the second includes all other possibilities.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education **Research Project No. 178**

Wayne State University **College of Education**

IDENTIFYING INFORMATION

Name ____________________ **Job held** ____________________

Approximate period employed 1951–1957 — approximate age 16–21

Please fill in below

(1) Job held* ____

(2) Date hired ________________ **mo day year** **Date left** ________________ **mo day year**

(3) Approximate wage earned per week ________________________

(if not full time, indicate approximate hours per week ________)

(4) If no longer employed, what were the reasons that he left _____

____

____

***If he held more than one job, or was upgraded during his employment with you, please note the different jobs held, and their duration and wage.**

UNITED STATES OFFICE OF EDUCATION
RESEARCH PROJECT NUMBER 178

Wayne State University **College of Education**

INFORMATION REQUEST FORM **U.S.O.E. No.** ____________

Date entered armed forces ____________________________

Enlisted ☐ **Inducted** ☐ **Called to Active Duty** ☐

Date discharged ______________ **(or) Still in Service** ☐

Type of Discharge		**Reason and Authority for Discharge**
Honorable	☐	
General, under Hon. Cond.	☐	____________________
Undesirable	☐	____________________
Bad Conduct	☐	____________________
Dishonorable	☐	____________________

Highest service rank ____________________

Awards and Decorations:

Date	**Type**	**For**

Disciplinary action required:

Date	**Action**	**Reason**

Character and proficiency rating at discharge ______________ **(or)**

at present ______________

Return to:

Chester M. Loomis, Project Coordinator
Department of Special Education
Wayne State University
Detroit 2, Michigan

REFERENCES

Barron, Milton L. The juvenile in delinquent society. New York: Alfred A. Knopf, 1955.

Bijou, Sidney W. A genetic study of the diagnostic significance of psychometric patterns. Amer. J. Ment. Def., 1942, 47, 171–77.

Engel, Anna M. Special education for handicapped children: Detroit Public Schools. Detroit: Board of Education of the City of Detroit, 1954.

Haskell, Robert H. An organization of the training of higher grade mental defectives. Proc. Amer. Assn. for the Study of the Feebleminded, 1932.

Johnson, G. Orville. Comparative studies of some learning characteristics in mentally retarded and normal children of the same mental age. Syracuse, N.Y.: Syracuse University Research Institute, 1958. (A research performed pursuant to contract SAE-6416 with the United States Office of Education, Department of Health, Education, and Welfare.)

Landeau, Joseph H. A report on juvenile delinquency for the calendar year 1955. Detroit: City of Detroit Commission on Children and Youth, 1956.

Martens, Elise H. (ed.). A guide to curriculum adjustment for mentally retarded children. U.S. Department of the Interior Bulletin No. 11. Washington: Government Printing Office, 1936.

Martens, Elise H. Curriculum adjustments for the mentall retarded. U.S. Federal Security Office Bulletin No. 2. Washington: Government Printing Office, 1950.

Norton, James H., and Smock, Robert B. Social ratings of community areas in metropolitan Detroit. Detroit: United Community Services of Metropolitan Detroit, 1955.

The Rand Corporation. *A million random digits with 100,000 normal deviates*. Glencoe, Ill.: The Free Press, 1955.

U.S. Department of Commerce. Bureau of the Census. *United States census of population, 1950; general characteristics, Michigan*. Washington: Government Printing Office, 1952.